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FROM POVERTY TO RICHES

Alexander S. Massell

THIS is not a Horatio Alger story; it is not fiction. It is a challenge and an inspiration to all those who are interested in commercial education. It is based upon an actual, generous, magnificent gift of \$1,200,000 each year by Uncle Sam to commercial educators. This large sum is available for the asking.

For more than nineteen years, vocational education has been receiving grants from the Federal government. The Smith-Hughes Act made provision for such a subsidy to all states requesting it, but commercial education was practically omitted from Federal aid.

What caused this omission is no mystery. The commercial educators slumbered, serenely and supinely, while educators interested in agricultural, home economics, trade, and industrial subjects were wide awake and on the job.

Leaders in industry cooperated in the development of vocational education. Federal, state, and municipal commissions were organized, with outstanding men and women to help in organizing and stimulating courses of study, obtaining equipment, selecting teachers, and urging the erection of suitable buildings for vocational instruction.

As a result of this Federal and state aid and the splendid cooperation of leaders in industry, (1) vocational education leaped into popularity and grew beyond expectation, and (2) outstanding technical and scientific progress was made in agricultural, home economics, trade, and industrial subjects.

Meanwhile, vocational commercial edu-

cation was the "forgotten man," hungry and thirsty for knowledge, but overlooked and neglected by his rich and unheeding relatives.

In June, 1936, Congress passed the George-Deen Act, and with it conferred upon commercial education a heritage and a blessing that should be seized with avidity and held with all the zeal, enthusiasm, and effort that commercial educators can command. *This act is Uncle Sam's gift to commercial education.* The poor boy has come into his own.

Provisions of the Act

The Act provides for an annual contribution for five years, beginning July 1, 1937, and ending July 1, 1942, of \$1,200,000 for the salaries and necessary travel expenses of teachers and directors, and maintenance of teacher training in distributive occupational subjects in the states and territories of the United States. If the Federal Department of Education interprets the Smith-Hughes Act liberally, as it is being requested to do, this sum may be augmented to \$2,000,000 a year or \$10,000,000 for the next five years—a tidy amount for a much-neglected field of commercial education.

New York State will benefit to the extent of nearly \$200,000 annually for distributive trade studies.

As under the Smith-Hughes Act, the monies allotted to each state by the George Deen Act must be matched on a fifty-fifty basis, i.e., every dollar contributed by the Federal government must be matched from its own treasury.

EDUCATION LIBRARY



Alexander S. Massell is principal of the Central School of Business and Arts, New York City, one of the great public schools of this country, operated by the city Board of Education. Over 2,000 students are enrolled in its high school, part-time, and adult-education courses.

The Purpose of the Act

This substantial appropriation is offered for the development of vocational courses to prepare students for useful employment in the distributive occupations. The Act limits this training to three distinct types:

1. Part-time day students who are now employed in distributive trades.
2. Part-time day students who are now employed in any commercial occupation and who *intend* to enter distributive trades.
3. Evening classes for students who are or are planning to become employers and employees in distributive trades.

In New York State, this type of instruction will be limited to workers over sixteen years of age.

The Forces Behind the Act

According to the United States Census of 1930, distributive trades stand third in rank of gainful occupations, according to the number of persons engaged. Various reports show that between seven and eight million people are employed in some form of selling or own establishments that offer an opportunity for selling or distribution.

Inadequate preparation for this service is universally recognized and painfully acknowledged. While the department and chain stores, through their own training centers, have done a fairly good job, even they admit that there is room for improvement in the knowledge and ability of their workers. The

general public knows, too sadly, that the service rendered by the small retailer is poor, inefficient, and costly to the consumer.

According to the 1935 Census of Distribution just published, there are more than 1,640,000 independent store owners in the United States. In New York City there are 115,000 such store owners. Their total store volume for the country will probably reach at least \$35,000,000,000 in 1936. The total number of store owners has not decreased during the period 1929-1936, but the personnel and ownership have changed frequently. Nearly



THIS \$25,000 MODEL STORE, LOCATED IN THE FOYER OF THE CENTRAL SCHOOL OF BUSINESS AND ARTS, IS USED IN TRAINING ADVANCED STUDENTS IN THE RETAIL SELLING COURSE.

30 per cent each year are new proprietors.

Professor Nystrom of Columbia University states that of the one million persons hired annually for service in small stores, about 250,000 are new in the field.

An authority recently stated that 75 per cent of the failures of 1930 in small store ownership could have been salvaged, had the retail store owner been cognizant of the most elementary business practices. According to the same authority, retail failures were due to the following causes:

1. Store owners and the average sales persons are generally uninformed in the most fundamental processes that make for success in retailing.
2. Through ignorance of the merchandise he is selling, the sales person frequently misrepresents it.
3. He is indifferent to the needs of the customer.
4. He is ill advised as to the location, financing, and operation of his store.
5. He knows little of scientific selling and buying.
6. He fails to keep proper books of accounts.
7. He is negligent in applying book facts.
8. He gives too much credit.
9. He accepts too much credit.

The great turnover in proprietorship and employee personnel is admittedly due to incompetence, ignorance, and lack of training in the elementary phases of store ownership, management, merchandising, selling, and customer relationship. *The consumer in the long run pays for it.* Distribution becomes costly, due to inadequate training on the job and to lack of knowledge of merchandise and customer needs. With this general lack of preparation, wages are necessarily low for the worker, and low wages do not stabilize or attract good help.

Funds Needed

While the need for training has been universally recognized, states and municipalities, due to lack of funds, have been unable to meet this urgent need for preparation for

Beneficial Results of Act

1. This Act will encourage widespread establishment of vocational training facilities in distributive trades.

2. Much scientific and technical knowledge as to merchandise, management, customer relationship, etc., will be developed to an extent hitherto unknown to vocational educators.

3. The small independent retailer will have a better chance and opportunity to cope with his larger and better-trained competitor.

4. Both the consumer and producer will greatly benefit by the subsidy.

5. Lower costs of commodities will result because there will be less waste, due to a better distributive system.

6. There will be an urgent demand for the trained worker, because of greater knowledge and ability on the part of the worker.

7. Because of better training and greater ability on the part of the employees, there will be better remuneration for the service rendered by them to the consumer.

The Act does not go into effect until July 1, 1937. In planning the courses of study, the organization of classes, the selection and



INTERIOR VIEWS OF THE MODEL STORE.—LEFT: STUDENTS ARE MAKING ACTUAL PURCHASES FROM STUDENT SALESMEN. BELOW: JACQUES ROSENBLUM, MANAGER OF THE STORE, INSTRUCTING A STUDENT IN THE FILLING OUT OF A SALES TICKET.

gainful employment in distributive trades. The traditional commercial subjects, having entrenched themselves, monopolize all the attention and the funds.

To remedy this situation, and to offer commercial education the same opportunities offered to agriculture, trade, and industry, under the Smith-Hughes Act, the George-Deen Act comes at an opportune moment, and justifies once more the aid of the Federal Government to vocational education, and particularly to commercial vocational education.

Among the sponsors of the Act are many leading men and women in industry, commerce, finance, and education, who feel that the following beneficial results will be gained.



Photographs by A. Rosenberg

training of teachers for distributive trades, *haste* will not be as much an evil as apathy and indifference upon the part of commercial educators. Here is an opportunity to contribute something valuable to the economic existence of the producer, distributor, and consumer. The slogan should be: "Let's Start Now."

Needless to say, at the beginning much difficulty will be experienced in finding competent teachers who know the subject matter and who have the necessary experience and practical knowledge to transmit the information to the students. In this connection, the advice of business, industry, trade associations, chambers of commerce, and training institutions will have to be enlisted.

The Federal Board for Vocational Education is planning a series of conferences to be held during the spring of 1937 to stimulate an interest in this program and develop it throughout the United States.

The Act, as you will recall, provides for part-time day and evening instruction. A more liberal interpretation should be effected so as to provide for those on full-time day attendance in the vocational high schools, particularly the high school graduate who, at the present time, needs guidance and specific training to obtain gainful employment.

Meeting the Problem

A report of retail trades in New York City, just issued, shows a total for this community of more than two and one-half billion dollars. Moreover, in the two years between 1933 and 1935, the number of retail stores actually increased from 97,528 to 115,127.

To meet the demand and prepare some workers for the multifarious jobs in the large and small stores, a sales laboratory was started at the Central School to give prospective workers, present workers, and owners the important principles and the essential practices it would be necessary for them to have, to become employable, to retain their employment, or to remain in the retail business for a reasonable length of time.

With the aid of the local Board of Education and PWA funds, a very beautiful and spacious store was erected in the foyer of the

school building. This store is comparable to the best Fifth Avenue shop as far as its physical structure and appearance are concerned.

The plan, in connection with this training program, calls for a cycle of stores, with a different activity studied every six weeks, each activity to be typical of small store ownership found in practically every neighborhood of New York City. With the cooperation of certain trade groups, certain department store executives, and the cooperation of the student body of the school who are consulted as to the type of merchandise to be carried, the following cycle was agreed upon for the first year: Ready-to-wear, candy store, stationery store, cosmetics and toilet goods, holiday gift shop and men's apparel; to be followed later by footwear (men and women), small department store, sporting goods, and toys. The students of the school, including the adults, are the potential customers of the stores.

A group of students was selected to go through the cycle of stores. The students take charge of all the operations connected with the store work; they buy the goods, take care of all the accounting required for store recording, prepare advertisements, build window displays, check and mark goods, and act as cashiers.

At the end of the six weeks' cycle, the merchandise is completely liquidated through mark-downs, if necessary, or through the return of the goods to the vendors when that is possible, and a complete line for an entirely different store is put in. While one shift of students is actually engaged in store work, the other shift is doing classroom work, preparing themselves for work in the next type of store. The work rotates between class and store throughout the year.

In the classroom, while certain required subjects are taught, such as English, arithmetic, retail selling, and store management and control, this theoretical work is made practical and is conducted in an especially appointed room, with fixtures and other materials that permit actual window display, the testing of fabrics, and such other academic subjects as are related directly to the practical selling and store management for

the particular store for which these students are being prepared. All typing, bookkeeping, English, and arithmetic are related to that particular store.

It is hoped that, during a period of two years, each student will have completed the cycle of twelve different types of stores, with each cycle as a terminal course in which he may specialize with the opportunity for placement in that particular type of work. It has been very encouraging to find that this type of training has appealed to both the students and owners of small stores.

A similar procedure has been followed in the evening classes, to which are invited independent store owners, store workers, and those intending to go into store ownership. The interest of persons taking this course is inspiring. It is hoped that these evening classes, under the George-Deen Act, will be organized in different parts of the city, so that each neighborhood will have courses peculiar to its own needs.

The work is still in an experimental stage, but it has been started—that is the encouraging sign. With the cooperation of employer and employee, the writer hopes to have started something for the City of New York that will bring rich benefits to the community that has been so generous in its expenditures for vocational education.

With the George-Deen subsidy, this work can be expanded to meet ALL the needs of the community in training personnel for the distributive trades.

A Message from Edwin A. Lee

• A MARKED INCREASE in interest in vocational education and the recent passage of the George-Deen Act make this year's convention of the American Vocational Association, to be held in San Antonio, Texas, December 2-5, of special significance to commercial educators. The present conditions and future occupational needs of the American youth will be kept uppermost throughout the program, which includes addresses by Charles A. Prosser, director of the Dunwoody Institute, and Dr. Edwin A. Lee, Director of the National Occupational Conference.

In order to bring more closely home to our readers the need for keeping in close touch and participating in the activities of the A.V.A., we asked Dr. Lee the question: What has the A.V.A. to offer commercial educators? Here is his answer:

One of the most gratifying developments in business education which I have noted during recent years is the increasing attention paid by the American Vocational Association to the field of training for business occupations, and the enthusiastic response on the part of business educators to this recognition.

Time was, and not so long ago, when commercial educators spent their time in arguing about such topics as "The cultural value of shorthand," or "Shorthand as a vocabulary builder," or "How shall we get our fair share of superior students?" Today, business educators are discussing such topics as "Stenography as a vocation for men," and "How do our graduates meet the test of business?" and "What is wrong with high school bookkeeping?"

It is a shift that is good for business, for youth interested in business careers, and for business education. Some of the most significant discussions at the San Antonio meeting of the American Vocational Association will take place in the sections on business education.

Particularly important will be the discussions that grow out of the recently passed federal vocational education bill, which for the first time provides federal aid for classes in the distributive occupations. It is not too much to say that the most significant developments ever to occur in business education may easily result from the new and active interest which the George-Deen Act permits the vocational division of the United States Office of Education to take in this most important field.

There should be a large attendance of business educators at the San Antonio meeting and there should result an increasingly vital interest on the part of all who train for business occupations in the program and accomplishments of the A. V. A.

Arthur M. Sugarman Promoted

• ARTHUR M. SUGARMAN has been assigned by Dr. Harold G. Campbell, Superintendent of Schools, New York City, to assist Nathaniel Altholz, Director of Commercial Education, in the supervision of junior, senior, and evening high school commercial education.

Mr. Sugarman was transferred from the Seward Park High School of New York City, where he was first assistant and chairman of the department of stenography. For many years, in addition to his supervisory duties he has conducted teacher-training courses in the local colleges and universities.

ARTISTIC TYPEWRITING



Ferdinand Gagne

• CHRISTMAS has different meanings for different people, but to most of us it signifies homecoming, when troubles are set aside and peace and good will prevail. Even though there are no longer coaches, as in this month's typed picture, there are still homecomings.

Home at Christmas, and many other times during the year, is a goal—a definite goal that brings happiness when it is reached.

Merry Christmas to all of you!—Margaret M. McGinn, Bay Path Institute, Springfield, Massachusetts.

THE STORY OF SHORTHAND

JOHN ROBERT GREGG, S.C.D.

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CHAPTER XIX

William Williamson (1775)

I

IN the introduction to "Stenography: or, A Concise and Practical System of Short-Hand Writing," by William Williamson, which was published in 1775, the author said:

"Many ingenious men, both ancient and modern, have taken no small pains to compose and publish a plan to answer the purpose of writing after a public speaker, and perhaps by the assistance of a good memory several of these methods may have answered the end proposed *to themselves*, and a few others of uncommon abilities and diligence; but none of our ancient, and few of our modern writers on this subject, have founded their plan upon simple and rational principles, so as to render it universally useful."

William Williamson was an experienced and practical teacher of shorthand, as well as a professional shorthand reporter, and his book contained clear and logical arguments against the use of the arbitrary characters that had been the pride and joy of most of the authors who preceded him.

The following quotation shows how well Mr. Williamson understood the real basis of practical shorthand writing:

In order to give some reasons for this publication, we shall here take a cursory view of a few of the principal systems of Stenography that have been published of late years. We shall go no farther back than Mr. Weston's, which made its appearance about forty years ago. We find his book upon this subject swelled to a prodigious size, containing a multiplicity of rules and an endless number of arbitrary characters, which only serve to burden the memory; he made no real improvement upon his predecessors, but in some respects rendered it more complex than several others that went before him; yet he appears so vain of his work, as to say in the introduction that he "had brought the Art to its utmost perfection"; but experience shews, there is still room left for improvements in every Art and Science. . . .

It has been said in support of those characters [arbitrary signs], that the advantages which attend them more than recompence for the trouble of getting them at first by rote.

It is obvious that characters made at random to stand for words and sentences, without having the least connection with the alphabet, are very inconvenient, and ought not to be used, provided the end could be obtained without them: For first, it requires a close attention and long practice to get them fixt in the mind so as to make them readily.

Secondly, Where there are a great number of those Hieroglyphicks,

without constant practice, they are soon forgot, and when the writing is laid aside for some time, even the person who wrote it, if he can read it at all, it is with the greatest difficulty. On the contrary, when words are written by the Alphabet alone, tho' laid aside for a number of years, they cannot be forgot, as the Alphabet, when firmly impressed on the mind, will always be retained.

In those systems where arbitrary characters are made use of, they could by no means do without them, as many of their letters are complex, and do not conveniently join one with another.

Mr. Williamson's reasoning undoubtedly influenced Samuel Taylor and other authors to concentrate on the task of constructing a simple, workable alphabet instead of relying upon arbitrary signs and makeshifts. In his survey of preceding systems, Mr. Williamson paid this generous tribute to John Byrom:

The most successful attempt that has been made to remove the prejudices against Short-Hand Writing, occasioned by the perplexed and tedious methods of the different preceeding Authors, was that of the late ingenious Mr. Byrom, whose plan is the only one that has been hitherto published, that could have any chance of being universally adopted; his characters are for the most part easy and properly applied.

Mr. Williamson proceeds, in two sentences, to summarize the weaknesses of the time-honored method of indicating a vowel in the body of a word by disjoining a consonant and placing it in a certain position alongside the preceding consonant.

None of his [Byrom's] predecessors seem to have thought upon the plan of omitting the vowels; some indeed saw no necessity of inserting them, but at the beginning and end of words, and in order to signify them in the middle of a word, took off the pen, and made the following consonant in the vowels place. Perhaps one reason why they adopted this plan of taking off the pen (which certainly retards the writer very much) is, that their characters did not all join with one another so as to be distinguished.

Having paid these tributes to John Byrom, Mr. Williamson gives, in a gentle but definite way, his "principal objections to Mr. Byrom's methods":

The use of more characters than one to express some of the consonants, the intention of which is for the conveniency of joining. To this objection it may be answered, that in Long-Hand, several of the letters are made in various forms, without the least confusion; but though the letters in Long-Hand are made in different forms, yet the body of the letter is still preserved; but in Short-Hand, where there is so much dependance upon every letter, and these characters so very different from each other, having more than one character to express each letter, must undoubtedly retard the writing, and render the reading more difficult. Likewise his rules for contracting are complex, and cannot be properly attended to when dispatch is required.

As Mr. Alexander Tremaine Wright has remarked, Mr. Williamson's writings were distinguished by an old-time courtesy that is somewhat novel and refreshing in shorthand books. For example, in concluding his sketch of the principal systems he said: "By mentioning the difficulties these systems labour under, it is not my intention in the least to detract from the merit of any of the performances of my predecessors, but only to show wherein this method differs from others." Most authors of shorthand systems would have said "is superior to," instead of "differs from."

Again, instead of hotly and indignantly repudiating the criticism that his system resembled that of Byrom in some respects, as he might well have done, he remarked: "Though the following Treatise is much on the same principles with Mr. Byrom's, yet I had adopted and taught it for some time before I had the pleasure of seeing his; but if, notwithstanding my assertion, it should be thought that this is only an improvement on Mr. Byrom's, and not originally my own, I shall think it no little honour to have improved on a performance so justly admired."

In reading these sentences one's heart warms to this modest, clear-headed Scotsman who did so much for the advancement of the art he loved. Perhaps his very modesty of statement—at a time when Weston, Macaulay, and other authors were blaring their trumpets, distributing "broad-sides," issuing challenges to competitors, and conducting system controversies in the coffee houses—may have been responsible for the slight recognition given Mr. Williamson in nearly all the early histories of shorthand.

In his splendid monograph on Samuel Taylor,* Mr. Alexander Tremaine Wright gives this interesting and appreciative account of the career and work of this notable author:

"William Williamson, who described himself as 'late of Edinburgh,' not only invented a system of shorthand, but he appears to have been active in teaching it throughout the country he traversed on his journey southward, and in applying his skill in his art to practical note-taking. From the list of the subscribers to whom he inscribed the first edition of his book, it may be inferred that for some years prior to 1775 he had been teaching his system in Edinburgh, Glasgow, Greenock, Kilsyth, Paisley, Berwick (and here the Rev. James Williamson, M.A., was a subscriber), Newcastle, Alnwick, Beverley, York, Hull, Leeds, Halifax, Manchester, Wakefield, Retford, Kettering, Oxford and Cambridge. In 1774 he took the sermon preached at the opening of the new Meeting House at Wakefield on the 28th April by John Wesley, who was a proficient writer of Byrom's system, and this sermon was published in Leeds. In 1775 Williamson's 'Stenography; or a concise and practical system of Short-Hand' was first published. There were in that year two distinct issues of the work, which differed slightly in their title pages, dedications, advertisements, and lists

* "Samuel Taylor, Angler and Stenographer," published in two volumes by the Willis-Byrom Club, 1904 (only sixty-one copies printed).

of subscribers. The publication was briefly noticed in the 'Monthly Review' and the 'Scots Magazine' for January, 1776—the latter magazine describing it as 'the most simple scheme of shorthand we have met with.' In 1778 Williamson attended the Lent Assizes at Oxford, and took the trial on the 4th March of Robert Hitchcock for patricide. Later in the same year he designed attending the Assizes at Lancaster; and in August there appeared the following advertisement in the *Manchester Mercury*: 'Williamson, Shorthand Writer, London, proposes attending this present Assizes at Lancaster. Gentlemen who are concerned in cases to be tried, may have the arguments of Counsel and examination of witnesses taken verbatim on moderate terms. To have the whole proceedings on a trial is of much more consequence than many are aware of; it being not only a means of detecting false evidence, but, in case of a new trial, is of the utmost importance. He may be spoke with at Mr. Ashburner's, bookseller, Lancaster.' ['Journalist', 15th July, 1887.] It was in 1778 also that some one took the piratical step of publishing an abridgement of Williamson's system. This transgression was committed by 'W.F.M.'; and it is alleged with apparent truth that behind these initials may be discerned William Fordyce Mavor, then a youthful assistant master at Burford, a small village in Oxfordshire some fifteen miles from Cirencester, but later of spelling-book celebrity and in holy orders. The abridgement of Williamson's system was a very small pamphlet containing only iv and 20 printed pages, and four pen-and-ink tables of alphabet and joinings of letters. The original work was priced at 10s/6d; the charge for the Mavor abridgement could have been but a few pence; and the pamphlet was probably intended for use by the Burford scholars. Before he was wedded to the Church and Ann Harris, Mavor compiled an inferior system that he published under his own name; but the only acknowledgment he appears to have made of his original indebtedness to Williamson was the admission on the title page that his first pamphlet was abridged from one of the best publications on the subject. When he selected Williamson's system for appropriation, Mavor (who was an Aberdeenshire MacIvor) raided the property of a fellow countryman; and perhaps that fact not only prompted his praise, but influenced his choice. In 1780 Williamson published an essay he had written at the request of some pupils of distinction, which gave a brief survey of the rise and progress of stenography, and an account of the various systems known to him. In 1781 he took a trial of Lord Porchester; and on the 12th of March, 1782, he was at Salisbury, taking notes in *Benfield v. Petrie*—an action for bribery. During the hearing of the latter action, it was proposed to call 'Mr. Williamson, the shorthand writer' to prove what had taken place in the earlier action against Lord Porchester. At this time he was living in Lyon's Inn, Newcastle Street, Strand, which was about midway between Henrietta Street, Covent Garden, and Essex Street. . . .

"When, later in 1782, Williamson published the second edition of his 'Stenography,' which he had entirely re-written, and to which he had added as an appendix his brief historical account of the rise and progress of the art, he had removed to Furnival's Inn Court in Holborn. The first edition had been dedicated to his worthy subscribers; to the second edition there were no subscribers, and it was dedicated to H.R.H. the Prince of Wales. In Trinity Term, 1783, Williamson was again engaged in an important prosecution. Christopher

Atkinson, M.P. for Heydon in Yorkshire, was indicted for perjury, and his trial before Lord Mansfield on 19th July, 1783, was taken by Williamson. . . . No later trace of Williamson in connection with shorthand is at present known. . . .

"In sacrificing everything to his fetish of beauty, Byrom so fettered his system as to incapacitate it for rapid motion, and he was not likely to be followed in his methods by a practical note-taker of Williamson's experience."

(To be continued)



Ivan E. Chapman Promoted

• IVAN E. CHAPMAN, for many years principal of the Western High School, Detroit, Michigan, was recently promoted to the position of supervising director of high schools of that city.

Mr. Chapman is an outstanding example of the successful rise of a school administrator from the ranks of commercial education. Starting as head of the commercial department of the Western High



School, Mr. Chapman was advanced to the principalship, which position he will continue to hold in addition to his supervising responsibilities.

Since the retirement of Benjamin Comfort, now deceased, Mr. Chapman has also been acting principal of the Cass Technical High School. Counting the extension work from the University of Michigan and the evening high school, Cass Technical has a daily enrollment of nearly 11,000 pupils.

In addition to his manifold and extensive administrative duties in the Detroit public schools, Mr. Chapman for a period of more than fifteen years has represented the public schools department on the executive board of the National Commercial Teachers Federation and was recently presented with a watch by his many friends and associates in appreciation of the excellent service he has rendered the Federation. In his supervisory capacity, he can give invaluable service because of his long experience.

Five Thousand Strong

• LAST MONTH'S B.E.W. (page 225) carried a story of the appointment of six regional chairmen to assist Lola Maclean, of Detroit, the national membership chairman and first vice president of the Department of Business Education, in its intensive drive for new members.

The latest progress report from Miss Maclean is one of the most convincing examples we have seen in a long time of the fact that success depends upon the selection of the right persons to plan and carry out the plan to its successful conclusion.

One of the best assurances of success is to know that you are going to succeed. Miss Maclean in her letter of transmittal says, "Last year our membership was 2,400. It will be 5,000 this year." To substantiate her statement, she gives the following membership figures in her report as of November 1:

State	1935-36	1936-37
California	61	160
Illinois	21	114
Indiana	43	67
Michigan	19	151
New Jersey	24	67
New York	58	70
Pennsylvania	31	108

Other states also show most encouraging increases.

Have you read about the Silver Trophies that are going to be given in the O. G. A. Contest this year, one for every division?—High School and College Division, Parochial School Division, and Private School Division. These are in addition to the Grand Prize Trophy, School Banners, Cash Prizes, etc.

See the December *Gregg Writer* for full details about participating in this international contest.

Composing at the Typewriter

H. H. Green

*Why do so few student typists "think on the typewriter,"
and how can they be trained to use this time-saving method?
It's an art that can and should be taught*

ALMOST every typing teacher has observed that composing at the typewriter is very difficult for many beginning typists. We teachers have been inclined to blame this trouble on the inability of the typist to *think*. Another possible explanation, and a more logical one, is that the average typist is prepared to type only from copy and is not trained in the reactions set up by stimuli other than the sight of letters, syllables or words.

Evidence that there is a need for training in typing from thought can be found wherever there is a typewriter available for student use. Quite frequently, the machines are used by students who, having been assigned an English theme, write in laborious longhand and then repair to the typing room to "copy it over."

Questioning of students engaged in the process, as to why they used that particular method, will bring such responses as: "I must write out my theme in longhand before I type it, because I can't set down my thoughts if I start on the typewriter"; and "I'd write from thought, if I were able."

Further questioning brings out the fact that approximately 40 per cent more thought typing (hereafter called *thought-writing*) would be done if the students had been able to do it. Approximately two-fifths of the typing done from copy (themes, class notes, outside reading reports, etc.) originally written in longhand would be typed from thought if the students had been able to do so. The waste of time and energy is apparent.

A second definite need for thought-writing is shown by a careful scrutiny of the process of transcription. With a remotely possible exception of the situation where, after long experience in transcription, the sight of a shorthand outline is the stimulus for the

finger movements, thought-writing is the basis of transcription.

Earl W. Barnhart¹ has indicated that transcription is a combination of two factors: first, the reading of the notes, gaining the meaning or thought thereof; and second, the writing of these thoughts on the typewriter. Hence, preliminary training in writing from thought should prove to be of great benefit in the teaching of transcription.

The presentation of thought-writing described below was delayed until the twenty-second week of instruction. (No assertion is made that this is the proper time in the course to present it.) It immediately preceded the unit of work on business letters, which concluded the first year's work. It came at the end of the second term, after which the typing courses became more vocational in nature.

The first two terms of the beginning classes were designed to take care of the personal needs of students. There is a decided trend in this institution for students to leave school or to substitute some other course during the spring term, and the thought-writing unit was included to take care of the needs of those who might drop out at that point. The work on thought-writing came immediately before the first attempts at transcription by elementary students, though this was not premeditated.

Thought-writing was presented at first through drill on short sentences, which were written on the blackboard by the teacher and erased before any writing was done by the students. Later, sentences were presented orally. Typical sentences were: We have your letter. Please send me a check. Thank

¹Earl W. Barnhart, "An Analysis of the Work of a Stenographer" (monograph), Gregg Publishing Company, 1927, p. 36.

you for your order. The goods have been shipped. Do you expect to quit your job?

The students typed each of the sentences until all of them felt they could do as well as from sight, or better.

After several class periods entirely devoted to this procedure, the students were asked to compose and type sentences of the same general nature. Typical sentences were:

I have just received your letter of February 20. We regret very much that we had to return the goods. Your order will receive our prompt attention. The goods will be mailed as soon as possible. We are mailing you our new booklet. Your letter to Mr. Jones has been given to me.

After similar practice on the students' own sentences, they were asked to compose other sentences, with only a brief subject mentioned, such as objects in the room, statement of vocational choice, names of courses and instructors, likes or dislikes. Students practiced in the same manner as before.

The final type of thought-writing allowed the students to select the subject, compose one or two sentences, and then write them.

This method of teaching thought-writing is intended to be only a beginning in the work. It has, however, been tried out and has brought some interesting results. In the first place, students did learn to write from thought; thus the theory of thought-writing has been borne out. The results indicated its value to all students, including those particularly interested in transcription.

In correlating the achievements of students in shorthand reading, typing, transcribing, and thought-writing, one very significant fact was noted. The greatest correlation obtained was between thought-writing and transcription—indicative of a closer relationship between those two than between any two of the others.

It is not believed that this method of teaching thought-writing is the best that can be

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found. This method is expected to serve only until some more satisfactory method can be devised and to provide a stimulus to the continued study of thought-writing and its relation to personal needs and to transcription.

Comments on Mr. Green's Paper

William R. Foster

"Thought-writing" is certainly an attractive title for Mr. Green's article in a new field. But, as one may write his thoughts with a pen as well as with a typewriter, may I be pardoned if I seem captious in recommending "Thought-Typing" as a name for this skill, which may be the next step in our typewriting development?

While we may safely say, as a result of the experiments made with grade school children using portable typewriters, that typing increases and improves composition output, I should hardly go as far as a certain advertisement entitled "From Mind to Paper":

"Instantly . . . your thoughts become visible words. A few days' practice and you'll type much faster than you write by hand."

The question arises: To whom should this skill be taught? Who needs it? If anything can be labeled typewriting for personal use, this skill certainly should be, and yet we must admit we have done the least for it. Our supposed adaptation of typing to personal use is still pretty much the traditional commercial course. It does not follow, however, that because we have a personal-use typing course in our high school this skill should necessarily be included. Professor Frederick G. Nichols¹ refers to a fact I regard worthy of note:

In my university work I find that teachers of type-writing who type their reports instead of writing them with a pen often make a mess of them from the standpoint of correct English. The same people quite as often write good English in their final examination papers where the pen must be used. They evidently are the victims of their own method of teaching—the usual one—by which they require their pupils to copy, copy, copy, from printed matter. They have never learned to *think* and *typewrite* at the same time. . . .

¹The *Journal of Business Education*, September, 1936, p. 18.

Mr. Green also clearly and correctly outlines the need for this skill. But both he and Professor Nichols teach in institutions of higher learning. Neither, to be sure, directly advocates that this skill be taught immature high school pupils.

Thought-typing implies that the typist does some thinking—one of the hardest things in the world to do.

Mr. Green says (and Professor Nichols agrees) that "usually the typist is prepared to type only from copy. . . ."

Naturally I quite agree in that, for, if the teachers themselves haven't this skill, how are they going to be successful in teaching *about* typing from thought?

Even assuming that teachers possess this skill, I submit that thought-typing is almost more than can be expected of high school pupils, commercial or academic, because (1) more than the usual high school typing skill is required if thought is not to be hindered; and (2) problems in thought-typing cannot be assigned definitely, but must come from the typist's own interests.

Of course, this still leaves open the private schools that take high school and college graduates, the normal schools, and those colleges giving typing instruction.

The value of thought-typing as a preparation for future transcription, as mentioned by Mr. Green, I do not question. But the reverse might be equally or even more valuable. Dictation direct to the machine has comparable values also.

While I believe Barnhart's "meaning of dictation" can be construed as "thought of the dictation," I want you to be very sure not to take this to mean "thought" in the full meaning of that term; the transcriber guesses the thought of the dictator instead of producing an original thought. And that, I insist, is a very real distinction.

While the use of thought-writing by a secretary in composing letters from the boss's penciled notations or from her general knowledge of the business is not of personal-use value, let's not overlook it.

Ever since 1913, when I started teaching at Rochester under Professor Nichols, I have admired his many original slants on matters

considered by some educators to have been decided for all time. He has one little gem here:²

They should not be deceived into thinking that any typewritten report is sure to merit more credit than any pen-written one. It is not so. Typewriting merely makes errors in spelling and grammar more evident.

Thus goes a fond illusion.

This reminds me of a college student who had a "personalized" handwriting. She claimed her penmanship was so illegible that the "profs," knowing from her recitations that she was bright, thought her written work must be satisfactory. But she took no chances on term papers, which she had typed by a stenographer.

Anyway, handwriting in such college students as I have observed is terrible. The instructors must have to make a great effort if they read such stuff. But reading typewritten work is comparatively effortless, and so they have freedom to note the English. This, I believe, may explain Professor Nichols' conclusion:³

Most college students now submit their reports in typewritten form. Most college instructors complain bitterly of the poor English they have to read in such reports. My own experience leads me to believe that there may be some connection between these two facts. What do you think?

The three skills—writing from sight, from sound, and from thought—have some common elements. Possibly our assumption has been that there is some transfer of training from one to the other. In so far as there are identical elements, there can be transfer. But there is no identity between the stimuli of the sight of printed words and the stimuli of thoughts, as Mr. Green points out and as Professor Nichols reports.

We must have automatization on the word level in our typing before we make any attempt to do thought-typing. We must be able to type without "thinking" of the keys, in order that we may think freely of what we want to say. Naturally we do not have to have automatization in typing of all the words in the dictionary before trying to get automatic response to the sound or thought, but to try, as someone did in 1922, to teach

²*Ibid.*

³*Ibid.*

the keyboard by having pupils locate the keys and type an original letter on an assigned problem is little short of psychological murder.

Mr. Green's process of "weaning" his students away from sight stimuli seems to me to make an excellent start, but please note that the sentences are, in the first two sample lots, unrelated to each other—to which I have no objection except that there is probably no hard thinking involved. At least the trick can be turned with memorization—parrotlike repetition. This is no doubt a necessary stage and good as far as it goes, but we must understand that it is not the expression of original thought in typewritten form.

Don't forget that a person is not regarded a linguist if he has to "think" of the equivalent word in a language that is not his native tongue. He must think in French—not translate into French. So must our pupils get to think their thoughts in typewriting—not "think" of the keys.

When Mr. Green writes, "The final type of thought-writing allowed the students to select the subject, compose one or more sentences, and then write them," I take it his "then" means "almost simultaneously" and not "later; at another time." As a final type of thought-typing, composing one or more sentences is only a beginning. And that is all Mr. Green claims for it, for he writes me, "I must reiterate that the whole idea is still in the nebular stage."

I agree with him that there is merit, much merit, in what he has put forth. I hope he and others will have facts to report on further experiments. Just now it behooves us to practice thought typing, to be sure (if we try our results on the public) that we read over what we have written as carefully as we require our pupils to do—and then reread it, for shouldn't we be *sans reproche*?

J. Evan Armstrong Honored

• J. EVAN ARMSTRONG, President of Armstrong College, Berkeley, California, was unanimously elected president of the Northern California Association of Junior Colleges, at the October meeting held at Stanford

University. Harry Tyler, Dean of the Sacramento Junior College, was elected vice president, and Roland K. Abercrombie, of San Mateo Junior College, secretary.

Secretaries Cum Laude

• ALPHA PI EPSILON, an honorary secretarial society of college standing, was established December 9, 1933, at the Los Angeles Junior College. The chief purpose of the organization is to dignify the status of the college-trained secretary.

Alpha Pi Epsilon had its origin as a social club called "The Gregg Scribes," which was organized in the Los Angeles Junior College shortly after the founding of that school.

The name Alpha Pi Epsilon was derived from the letters of the Greek words denoting *accuracy*, *dependability*, and *efficiency*. The gold-key insignia stands for intellectual endeavor; it bears a scroll signifying achievement, and a winged stylus standing for speed and efficiency. The initiation ritual is based upon contributions of the Greeks and Romans to the secretarial art.

The types of colleges that are encouraged to establish chapters are:

1. Outstanding junior colleges that give as much work in the secretarial field as is prescribed by the Alpha Chapter, at Los Angeles Junior College.
2. Four-year colleges and normal schools offering two years of secretarial science and having professional standards comparable to those of the Alpha Chapter.

Larson Junior College, of New Haven, Connecticut, was admitted in June, 1935, as the Beta Chapter. Gamma, the third chapter, was established at the Colorado Woman's College, Denver, in December, 1935.

Eligibility for membership depends upon the fulfillment of the following requirements:

1. The completion of 12 units of secretarial or allied subjects with grades of A or B, at least 7 of which shall be in shorthand or typewriting.
2. An agreeable personality and an active interest in secretarial work.
3. A grade-point average of 2.2 or higher in all other work taken at the college.

The national officers, all of whom are associated with Los Angeles Junior College, are:

President: Leonard Laidlaw; *Secretary-Treasurer:* Elfa Pille; *Vice Presidents:* Florence Myrtle Manning, Mrs. Edith Johnson.

BUSINESS EDUCATION IN HIGH SCHOOL

J. N. Given

TODAY the commerce departments represent one of the largest groups in our modern high schools. We owe our beginning and our present importance to one fact—the parent and the student have been interested because work in our department can lead directly to employment!

Let us look at this situation from another angle. According to the Graduation Requirements and Curricula of the Los Angeles City School District (Publication No. 265), the requirements for graduation are:

- 4 semesters in English
- 2 semesters in social studies in the eleventh year
- 6 semesters in a major (other than English)
- 1 semester in practical arts (shop work, crafts, agriculture, and household arts)
- 1 semester in music and art appreciation
- 2 semesters in a laboratory science

The interesting thing about this list of requirements is that a student must take at least one subject in every department in the senior high school, with one exception: *the commerce department is the only one that does not have any required work for graduation!* What other reason except a strong vocational one would send more than 35 per cent of the total high school population into the commerce department?

Assume, for example, that all the vocational work now taught in the modern high school were taken away. With the real meat of our work gone, what a weird skeleton would remain:

In the ninth grade, we could still offer junior business training. In the tenth grade, we should have typewriting and, as a bookkeeping substitute, personal record keeping. In the eleventh year, having dropped vocational bookkeeping, shorthand, and salesmanship, we might substitute courses on personality development and consumer problems. Finally, in the twelfth grade, to complete this well-rounded course of study, we might offer courses in economics and business law.

If you believe in such a program, then you must also believe that we have no basis for existence as a separate field in the high school curricula! All the classes that remained

might quite logically be absorbed by the social studies department.

To carry this assumption still further, where will the commerce-department graduate get his vocational training? There are four agencies that might offer this work. The first one that comes to mind is the junior college. We must remember, however, that as yet the junior college is an important educational agency in only one or two states.

There is, furthermore, another problem. The junior college is concerned primarily with a two-year course, and not with intensive short-unit vocational courses. The main emphasis of the junior college is still placed on senior college preparation.

Some educators have advocated the establishment of public business schools, such as the Merritt School of Business, in Oakland, California. This type of school offers certain advantages to those living in a large metropolitan area where transportation is not a major problem, but the tremendous expense involved would prohibit the establishment of schools of this type throughout a state. Even with these schools, the lower-division enrollments in commerce subjects would not be changed; the decrease would come only in the upper brackets.

Another possibility is to offer post-graduate training in our present high school buildings. If we are going to offer such training in high school at all, why insist that the student wait an additional year or two before we send him out as a trained product? The young worker is still in demand; he can be hired for less money, and his span of usefulness in an organization is longer.

The problem of suggesting high school curricula that are conducive to employment is a difficult one. Major schools in metropolitan districts have different problems than do small schools in sparsely settled districts. We shall consider the smaller district high school with a view to accomplishing the aims we are discussing.

Probably two majors should be offered—one in the secretarial field, the other in the clerical-accounting field.

There should, however, be a greater demand for work in salesmanship. One has but to examine the United States figures for the percentages of those gainfully employed in the various business occupations to be convinced of this fact. These data, compared with the percentages of the commerce enrollments in the high school stenographic divisions, furnish much food for thought.

The census figures show that the largest employment opportunities are afforded in the clerical and salesmanship fields. A study of our department records will show that the largest group in the department is majoring in the secretarial division; the smallest, in the clerical and salesmanship division.

The Secretarial Major

There are several subjects that should be required in the secretarial major:

Two years of shorthand and typing, intensive in content material, to prepare adequately, from a vocational point of view, the prospective stenographer.

At least one semester's work in business correspondence, with not less than six or seven weeks devoted to a review of English fundamentals.

One year of bookkeeping, of the strictly vocational type, although the type and amount of bookkeeping that should be required in this major is open to debate. Would there not be many advantages in requiring a one-semester course in the eleventh or twelfth grade that might be called secretarial accounting, rather than the present tenth-grade course?

The objective of this course in secretarial accounting would be to teach the subject from the standpoint of the work in a small office. The potential secretary has additional opportunities for employment if she can keep a small set of books. In most schools, at the present time, the stenographic major has completed the required bookkeeping work in the tenth grade. After two years of non-use, the secretarial graduate remembers little about the subject.

More emphasis should be placed upon a one-year required course in office practice. Much more work and practice should be given in the use of the machines commonly used in the modern office. Too much time is still devoted in these classes to dictation and

transcription. If any time is left, this class grinds out mimeograph copies of various kinds for all the teachers in the school who have anything of the kind to be done.

The equipment in use in many office-practice classes is either antiquated or wholly inadequate. Boards of education and taxpayers must be educated to our needs in this respect. At least one school in each small geographic area might be equipped with a complete set of office machines; provision could then be made for the vocational students in the surrounding schools to become familiar with them prior to graduation.

One semester's work in salesmanship might well be required.

The final requirement should be a course in consumer education, advanced business training, or applied economics. The name is relatively unimportant; the subject matter is vital. This one-semester upper-division course would deal with general business information and, in effect, would be a means of unifying and correlating the other social-business subjects that had been elected from the ninth through the twelfth years.

The Clerical-Accounting Major

In the clerical-accounting major, the student should be required to take at least one year of bookkeeping and typewriting in the eleventh or twelfth grades (two years of bookkeeping in the metropolitan high schools). As is true with the secretarial majors, more emphasis should be given on work in the business laboratory we already have at hand—the student-body store. Filing,



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actual bookkeeping practice, banking practice and procedure, and use of office equipment can be learned better in this store than in any other high school situation.

There is much to be said in favor of a one-semester required course in salesmanship, taught not vocationally to any great extent, but offered rather from the standpoint of self-analysis and personality development—a study to be made of the individual's self on the basis of selling one's self.

As in the case of the stenographic majors, an upper-division course in consumer education should be required. As to content material, this course would include much that is now included in a modern ninth-grade textbook in junior business training.

To recapitulate, the required work for the secretarial major would consist of two years of shorthand and typewriting, one year of office practice, one year of bookkeeping, one semester's work in business correspondence, and one in consumer education. The clerical-accounting major would consist of one year of bookkeeping, one year of business practice, a year of typewriting, and a semester's course each in salesmanship and consumer education.

There still remain many courses of a social-business nature. One new course, in the experimental stage at present, seems to have much of value to offer—a business training course on a senior level. Many educators predict that such a course will be a high school graduation requirement in another ten years.

Another course, now being taught in several schools in the state, is personal shorthand, designed to give the non-stenographic student an easily acquired method for note taking.

The advisability of a course in personal record keeping is gaining recognition. This course has been suggested as a tenth-grade substitute for our present bookkeeping work in that grade level. Business law and economic geography have, unquestionably, earned their places as integral parts of our social business curriculum. Typewriting, at least the first year, is still as definitely social as it is vocational.

Salesmanship of a personality type, if not a requirement, has enough merit to be

offered to all as an elective course, at least.

In conclusion, we who have the interests of business education at heart realize more than ever before that ours is a dual responsibility: to train for vocational efficiency and to give knowledge, practice, and vision in business behavior.

A. R. Kennedy Receives Degree

• AUDLEY R. KENNEDY, of the commerce department of San Jose, California, High School, received the degree of Doctor of Education from the faculty of Stanford University in October of this year.



Dr. Kennedy's dissertation is the result of five years of experimentation involving two procedures in teaching economic geography. Believing that visual recognition improves the

ability to pass tests, he devised a method of teaching economic geography by the use of study-guide sheets, daily objective tests, outline maps, and frequent reviews. He compared this with the class-discussion method. According to his findings, the study-guide procedure is far superior to the class-discussion method.

Dr. Kennedy's dissertation has not yet been published. The library copy includes samples of all study guides, objective tests, and outline maps used in the experiment.

• TEACHERS of economic geography will be interested in the announcement that the annual meeting of the National Council of Geography Teachers will be held in the Hotel Syracuse, Syracuse, New York, Tuesday and Wednesday, December 29 and 30.

Dr. J. Russell Smith, of Columbia University, will be the main speaker.

A detailed program appears in the December issue of the *Journal of Geography*.

Alison E. Aitchison, of Iowa State Teachers College, Cedar Falls, is president of the Council.

A TEACHING PLAN FOR WHEAT

William R. Weaver

In this study, the fourth article in the series on economic geography, Mr. Weaver presents a survey of his plan for teaching wheat as a world commodity to students of economic geography in a large city high school. A discussion of the five introductory topics will give students an appreciation of the importance of wheat as a world product. A study of the geographic factors of temperature, rainfall, soil, and land forms, as related to wheat production, gives an understanding of the physical conditions that underlie man's work in raising wheat.

A definite study of the location and importance of countries, cities, and transportation routes related to the wheat industry provides for the learning of place geography in its proper association, while considering a topic of world-wide importance. These place relationships, however, are made clear and definite and are fixed in mind only by frequent and intelligent use of the globe, world maps and continent maps.—Douglas C. Ridgley, Series Editor.

WHHEAT is a commodity of world-wide importance. It is the favorite bread grain for large populations in many regions of the world. It is grown successfully in extensive areas of the agricultural lands. In densely populated regions of Europe and North America, not enough wheat can be produced to supply local demand. In sparsely populated agricultural areas of many lands, where wheat thrives, wheat is produced with huge surpluses beyond local needs. Wheat and wheat flour are shipped long distances from centers of surplus production to centers of limited production. Thus, wheat enters world trade as a commodity necessary to a large portion of the world's population.

In economic geography, wheat, as a subject for study, provides opportunity for presenting a world view of geographic factors and human factors as related to a single article of international commerce. The following suggestions indicate centers of interest worthy of emphasis as the study proceeds.

Pupils may understand the scope of the study and its purposes from a brief discussion of the following items:

1. Importance of wheat to man.
2. Geographic factors entering into the production of wheat.
3. Economic factors entering into wheat production.
4. Wheat as an important commodity in international trade.
5. Man's response to geographic environment.

The material for this introductory discussion lies in the experience, observation, and previous study of pupils and teacher, rather than in assigned readings.

Effects of Natural Conditions

A geographic study of wheat calls for an understanding of the natural conditions or geographic factors related to the successful cultivation of wheat. The following topics are of importance:

1. Geographic requirements for wheat growing: rainfall; temperature; soil; land forms.
2. Latitudinal limitations for wheat production: in the northern hemisphere; in the southern hemisphere.
3. Geographic factors that limit latitudinal extent in each hemisphere.
4. Countries and sections of large countries in wheat-producing regions.

For a study of these topics, reference may be made to the textbook, to encyclopedia articles on wheat, to world maps showing distribution of wheat, and especially to Finch and Baker's "Geography of the World's Agriculture," United States Government Printing Office; Washington, D. C. \$1.

This publication should be available for all economic geography classes. It deals in a comprehensive manner with all agricultural products of world-wide importance. The descriptive matter and the numerous maps are well adapted to high school use.

Effects of Density of Population

Densely populated countries (like England, Belgium, and Germany) with small wheat acreage, but with climatic conditions favor-

able for wheat production, produce larger yields per acre, because of intensive cultivation, than the sparsely populated countries with large wheat farms, such as Canada, the United States, Argentina, and Australia, the chief exporters of wheat.

The movement of surplus wheat, or of other food products in world trade, does not depend on production per acre, but on production per capita. The continent of Europe produces much more wheat than does North America, South America, or Australia. But Europe's population of 550,000,000 inhabitants requires more food than the combined population of 250,000,000 inhabitants in the three continents that are the chief exporters of wheat to Europe. The relation between density of population, wheat production, and trade in wheat may be developed as follows:

1. Arrange the names of wheat-producing countries in two lists. In one list, give the names of densely populated countries; in the other list, the names of moderately and sparsely populated countries.
2. Compare these lists with reference to type of agriculture carried on, whether *extensive*, where farms are large; or *intensive*, where farms are small and carefully cultivated.
3. Which group of countries produces surplus wheat for export? Which group receives wheat imports?
4. Compare the methods of wheat production in the two groups of countries and explain the differences.

Winter wheat, spring wheat, and durum wheat are produced under differing climatic conditions. Make a study of the natural conditions under which each kind of wheat is grown, and the characteristics of the flour produced from each. The areas adapted to winter wheat and spring wheat are usually

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shown on wheat maps of the United States and of Europe. (See Finch and Baker: "Geography of the World's Agriculture.")

Methods of Production

Study the progress that has been made in the production of wheat by considering the machines that have been invented to prepare the soil, to plant the wheat, and to harvest it. Compare the methods of today in different parts of the world: in the large wheat fields of United States and Canada; in the smaller fields of central and western Europe; in the fields of Russia. Show that the factor of improved machinery has made possible cultivation of larger acreage and the production of a larger crop at a low cost. Show relation of machine operation to geographic and economic factors.

Wheat Regions by Continents

A survey of the wheat regions of the world by continents and countries gives opportunity to fix the geographic location of wheat production and to compare countries with reference to items related to wheat farming. The following topics provide a basis for comparison. (Use Finch and Baker.)

1. EUROPE: Countries producing wheat; methods of production; reasons for methods used; importing countries, why; exporting countries, why. The European countries selected will be typical of wheat production in densely populated regions.
2. ARGENTINA: Economic factors contributing to the production of wheat in Argentina; methods used; comparison of production and home needs; annual surplus; market for surplus; time of harvesting as a factor in marketing surplus; future of Argentina as a wheat-producing country.
3. AUSTRALIA: General area of production; methods used; physical factors controlling extent of wheat region; comparison of production and home needs; market for surplus; time of harvest as a factor in marketing.
4. ASIA: Areas of production; economic factors influencing production; wheat crop compared with rice crop; importing countries, why; exporting countries, why.
5. CANADA: Area of production; methods used; kinds of wheat grown; comparison of production and home needs; surplus and market for surplus; time of harvest compared with United States, Argentina, and Australia.
6. UNITED STATES: Select the chief areas of wheat production and treat each separately in order to show physical and economic factors influencing production



in different regions of the country. The regions may be: eastern United States where wheat appears in a system of crop rotation; the winter-wheat belt; the spring-wheat belt; the Columbia Plateau. Each region should be studied with reference to: states included; methods used in production; kind of wheat grown; surplus for world trade.

Trade in Wheat

EXPORTING COUNTRIES. Make a list of the chief wheat-exporting countries of the world. Compare these countries with regard to their advantages and disadvantages for exporting wheat. Compare methods of transportation; distances necessary to reach exporting ports; amount for export; time of harvesting; facilities for handling grain for export; probable future conditions for exporting; the shipping ports through which the wheat passes. Make a graph to show production and exports of leading exporting countries.

IMPORTING COUNTRIES. Make a list of the chief wheat-importing countries of the world. Give amount of wheat imported annually; probable future import. Make a graph to show production and imports of leading importing countries.

TRANSPORTATION AND MILLING. Since wheat must pass through a milling process before it is ready for consumption, we must study the principal facts relating to the movement of grain to the milling centers and the milling process through which it passes before going to market. Consider the development of milling from the early period, when mortar and pestle were used, down through the years to the modern steel-roller method. Select the important wheat-milling centers. Note their locations in the wheat-producing belt, along transportation routes, and in the

densely populated areas where there are markets for flour. Study the processes through which the wheat passes in the flour mill.

STORAGE AND TRANSPORTATION. Follow the movement of grain from the fields to the local grain elevators, thence by rail to the storage elevators, then eastward to flour mills or to ports for export. The importance of the Great Lakes Waterway, of the Mississippi River, and of the railroads should be studied in order to show the need and present development of good transportation facilities for production and shipment of wheat.

Word Study and Place Geography

During the study of wheat, the following terms should become familiar to the students as to meaning and use: Extensive agriculture, intensive agriculture, grain elevators, grain boats, combine, reaper and binder, cradle, winnowing, flail, quern, steel rollers, bran, pests, Agricultural Adjustment Act, one-crop system, rotation-of-crops system.

In addition to the names of countries and states associated with the wheat industry, the following cities and waterways should be definitely related to the subject of wheat: Minneapolis, St. Paul, Port Arthur, Fort Williams, Wichita, Buffalo, Rochester, New Orleans, Erie Canal, Great Lakes and connecting waters, St. Lawrence River, Chicago, Seattle, Vancouver, Kansas City, Montreal, Galveston, Portland.

Map Work

1. On an outline map show the wheat-producing areas of the world, the leading wheat-exporting countries, and the leading importing countries. Show a route for exporting wheat from Australia to Europe; from Argentina to Europe.

2. On an outline map of the United States, show: the spring-wheat region; the winter-wheat region; the Columbia Plateau wheat region; routes used in transporting wheat to seaboard for export.

3. On a globe and on a wall map of the world, trace wheat exports along various routes of shipment.

Next month, Dr. William T. Chambers, of Teachers College, Nacogdoches, Texas, will discuss "Cotton: The World's Leading Textile Crop."



BOARD OF GOVERNORS, NATIONAL ASSOCIATION OF ACCREDITED COMMERCIAL SCHOOLS

Left to right (*top row*) Vice Presidents J. F. Fish, Chicago; C. W. Edmondson, Chattanooga, Tennessee; W. A. Robbins, Lincoln, Nebraska; Dr. E. M. Hull, Philadelphia. (*Bottom row*) H. E. V. Porter, Executive Secretary, Jamestown, New York; B. F. Williams, President, Des Moines, Iowa; F. H. Norman, Treasurer, Baltimore.

The Value of Experience

EVERY educational institution of higher learning attaches great value to the years of its educational activity as a significant background. Its buildings, accumulated documents, and equipment are treasured with sentiments that are deep and abiding, undimmed inspiration, through the years.

The history of commercial education upon this continent can never be truthfully written without ample recognition of the privately owned and operated business schools that have dotted the continent as business colleges from the early history of our Republic. The first of these early efforts were either absorbed by other institutions or faded away to be supplanted by those with more aggressive ideals.

The oldest existing school of this class, with a continuous history of nearly one hundred years, is the Duffs-Iron City College, established in 1840 as Duffs Business College of Pittsburgh.

The recent years have been fruitful in em-

phasizing the historic usefulness of many of these enterprises. Bryant College, Providence, Rhode Island, celebrated its Seventy-third Commencement on the 7th of August.

Canton-Actual Business College, of Canton, Ohio, has recently announced its sixtieth anniversary. Capital City Commercial College, Des Moines, Iowa, announced its fifty-second anniversary in June. Woodbury College, Los Angeles, California, celebrated its fifty-second anniversary in July.

Miami-Jacobs College, Dayton, Ohio, has a history of seventy-seven years. The Heald Colleges, in California, were founded seventy-three years ago.

Westbrook Commercial Academy, of Olean, New York, and the Jamestown Business College, of Jamestown, New York, are each celebrating the fiftieth anniversary. Goldey College, of Wilmington, Delaware, was founded the same year.

Soulé College of New Orleans, Louisiana, was founded in 1856; and Peirce College of Business Administration, of Philadelphia, in 1865; Albany Business College, Albany, New

York, in 1857; Gem City Business College, Quincy, Illinois, has a history of sixty-six years. The old original Bryant & Stratton Business Colleges were established in 1854 or about that time. Stone College, of New Haven, Connecticut, has been in continuous operation for eighty years.

Packard School, New York City, was founded in 1858; Rochester Business Institute, Rochester, New York, 1863; Rider College, Trenton, New Jersey, in 1865; The Brown Business Colleges, of the Middle West, in 1866; Elmira Business Institute, Elmira, New York, in 1880; and Ferris Business Institute, Big Rapids, Michigan, in 1884; Topeka Business College, Topeka, Kansas, 1885.

Burdett College of Boston, Massachusetts, was founded in 1879; its history covers fifty-seven years in a period of progress, commercial and educational, that has no parallel.

Many more schools with a history of fifty years could be added, but perhaps this list serves to emphasize the accumulative influence of privately owned educational institutions that have weathered every storm of financial depression, the graduates of which would run into hundreds of thousands, who have contributed in no small measure to the business prosperity of the country.

—H. E. V. Porter, *Accredited News*, August, 1936 (official organ of the National Association of Accredited Commercial Schools.)

Personal Notes

• MRS. HARRY LOEB JACOBS, Providence, Rhode Island, is one of four New England women named members of the National Women's Committee of the 1936 Mobilization for Human Needs. Mrs. Franklin D. Roosevelt is honorary chairman and was hostess at a meeting of the committee at the White House in September. Mrs. Herbert Hoover is a vice chairman.

Mrs. Jacobs, whose long experience in social-welfare work eminently qualifies her for this important assignment, is the wife of Harry Loeb Jacobs, President of Bryant College, Providence.

• AUGUST TETE, Secretary of the Orleans Parish School Board and Assistant Superintendent in charge of elementary training, is now directing the activities of the high schools of New Orleans. He assumes the responsibilities of the office in filling the vacancy caused by the death of Mr. Edward Hynes, former Assistant Superintendent, who passed away May 3, 1936.

Mr. Tete's training and experience fit him admirably for supervising duties in the commercial high schools. He holds college degrees from Tulane University in technical engineering and in the liberal arts. After leaving the university, he had five years experience in electrical machine engineering, building sugar houses and installing machinery. Twenty-seven years of practical teaching in high school was followed by an appointment to the first administrative position—Secretary of the Orleans Parish School Board. The office experience gained in that position gives him a background that makes for a full understanding of the problems that form part of commercial education today.

• CHARLES H. FOSTER is one of six American college graduates to be appointed a fellow in public administration in Harvard Graduate School this year. He is a member of Phi Beta Kappa and a graduate *magna cum laude* of the University of Rochester. The process of selection is as rigorous as that of selecting a Rhodes Scholar; more than 200 students applied for the fellowship.

Mr. Foster is the son of William R. Foster, whose comments on the B.E.W. typewriting series and on other matters brighten these pages and sometimes start brisk arguments among our readers.

• JAMES W. LOMAX, father of Dr. Paul S. Lomax, of New York University, passed away October 15 at the family home in Laclede, Missouri. In his death, Laclede lost its oldest and one of its most esteemed citizens. He was eighty-four years old.

Mr. Lomax is survived by his widow, Allie Artlip Lomax, four sons, and two sisters.

THE BUSINESS LETTER CONTEST

L. E. Frailey

"Friendliness must dominate all business contacts . . . that is the magic formula for success," says this authority on better letters

AT ease, letter writers! Stack your pens and rest a while. Your marching orders for the December campaign are published further on in this issue. You are going to become the ally of General S. Claus, a jovial old warrior who was in the service long before your grandpappy's grandpappy wore knee breeches.

But first, let's consider the predicament of that good-natured Texan, Curley Howard, the discouraged salesman.

You remember Curley, of course. He wanted to quit his territory in Massachusetts. He "had a hunch" that the folks he tried to sell didn't like him. But he didn't know why. So, alone in a little shack of a hotel, in a barren, drag-along village, his nerves snapped. He decided he couldn't go on any longer. He surrendered.

But there were exactly 507 contestants who didn't mean to let Curley Howard leave the company. That lovable, raw-boned giant of a man had the *power* to sell—if only the way could be found to harness it. Besides, the cause of his poor record was *correctible*. He had let his personal appearance become unkempt, and folks in Massachusetts hate a speck of dirt as they do a spider. The problem was to tell Curley the truth—even at the risk of hurting his feelings.

So those 507 intrepid letter folks sat down and answered Curley's letter—each one gunning for a prize in our letter contest. And what a barrage those letters proved to be! From all over the country, I was bombarded by teachers and students with letters that were nearly all remarkably good.

Can you imagine what a colossal job it was to select a few "best" letters from so many? Do you wonder that last night after making the decision I noticed three brand-new gray hairs in my head—hairs that must have been

scorched and bleached by the heat of a poor brain trying to decide: "Now which ones are the best?"

Is it humanly possible always to make the *right* selections? No, I don't think so. But I am always consoled by the thought that the greatest good that comes out of these letter problems is the *practice* you get in solving them. You are building an ability in letter writing that is worth many times a few prizes, and I know you are accepting my decisions as the best one man can do under the circumstances. For which, *mil gracias!*

So, with that confession off my chest, permit me to call the roll of honor for those most agile in handling the man from the Panhandle. Attention, please; salute the winners.

October Contest Winners

TEACHER AWARDS

FIRST PRIZE, \$10: Marian W. Speelman, High School, Cedar Falls, Iowa.

SECOND PRIZE, \$5: Alma Stuchell, Garfield Junior High School, Johnstown, Pennsylvania.

SUPERIOR MERIT: Milton Briggs, High School, New Bedford, Massachusetts; Alice C. Bringhurst, High School, Hempstead, New York; Edwin H. Wood, Private Teacher, San Francisco; Sister Teresa Margaret, College of Saint Elizabeth, Convent, New Jersey; George Percy Barber, Mt. Diablo Union High School, Concord, California.

PERMANENT ROLL OF HONOR: John W. Toothill, Small Secretarial School, Newark, New Jersey.

STUDENT AWARDS

COLLEGE—

FIRST PRIZE, \$5: Keith Louise Grugett, State College of Washington, Pullman.

SECOND PRIZE, \$3: Betty Lou Schreiber, Boise Business University, Boise, Idaho.

THIRD PRIZE, \$2: Naomi Norris, Hoff Business College, Warren, Pennsylvania.

FOURTH PRIZE, \$1: Eleanor Claire Montgomery, Notre Dame Secretarial School, Montreal, Quebec.

FIFTH PRIZE, \$1: Isabelle Shevelove, The Newark School for Secretaries, Newark, New Jersey.

SUPERIOR MERIT: Sara L. Woodard, Boise Business University, Boise, Idaho; Kathryn Schoedel, State College of Washington, Pullman; Jane Watson, Woodbury College, Los Angeles; Arlene Quivey, Boise Business University, Boise, Idaho; Alice Doner, Woodbury College, Los Angeles.

HIGH SCHOOL—

FIRST PRIZE, \$5: Mary Lee Lachey, University High School, West Los Angeles, California.

SECOND PRIZE, \$3: Elsie Smith, Rural High School, Parker, Kansas.

THIRD PRIZE, \$2: Catherine Huffman, Reitz High School, Evansville, Indiana.

FOURTH PRIZE, \$1: Katherine Burcham, Rural High School, Parker, Kansas.

FIFTH PRIZE, \$1: Evelyn Nordstrom, High School, Boone, Iowa.

SUPERIOR MERIT: Lillian Kreczko, High School, Agawam, Massachusetts; Phyllis Farnham, Roosevelt High School, Minneapolis; David L. Reeves, University High School, West Los Angeles, California; Peter David, High School, Agawam, Massachusetts; Nathalie Thompson, John Muir Technical High School, Pasadena, California.

These Letters Won First Prizes

TEACHERS—FIRST PRIZE

MARIAN W. SPEELMAN
High School, Cedar Falls, Iowa

• MY BOY: *A Texan is never licked—not while there's life in him!*

If it goes against the grain of a Texan to admit defeat, how do you suppose the old vice-president himself feels right now? He's a failure too, as a judge of men, but he won't admit it yet. He still feels he has a fine potential salesman in the lanky red-haired boy from 'way down South, so right now he is going to administer one of his "Dutch uncle" talks, straight from the shoulder.

In salesmanship, more than in any other occupation, a man is primarily selling himself, his personality, if you please. When I think of a man with a splendid personality, I think of a chap with plenty of drive, a sense of humor, and an impeccable personal appearance. The Curley Howard I know has drive. Without it, he couldn't have got that Amarillo order last year. He has a sense of humor, too. Rumors used to reach New York that he had the most infectious laugh in the Panhandle.

Perhaps you've noticed that I haven't said anything about the last point, personal appearance. I can't. Recently, I've heard from an authentic source that Curley Howard has "gone to seed." It has even been suggested that he needs a shave, a haircut, a clean shirt, and a pressed suit.

When a man reaches the place you are now, thinks the world's against him, is discouraged, asks for his walking papers, he must do a complete about-face with himself. If not, he is doomed forever as a salesman, or as anything else. The first thing to do is to take stock of yourself. Stage a revolution of your own and spruce up a bit. You might even try a manicure—the boys in the Panhandle will never know.

Of course you've worked hard, but work a little harder about this matter of appearance, and then watch the Massachusetts folks "give you a tumble." They're great people, really, and they'll like the new Curley Howard, or I don't know my old home state kind regards.

COLLEGE STUDENTS—FIRST PRIZE

KEITH LOUISE GRUGETT
State College of Washington, Pullman
Washington

• DEAR MR. HOWARD: I received your letter of resignation, but I really don't believe that your resigning is the proper remedy in this case. Perhaps I may be able to help you solve your troubles.

As you may or may not know, I was formerly a salesman in your territory before being promoted to sales manager. At first, I was unable to make sales, facing much the same situation as the one you seem to be confronting. I had, however, a kind friend who took a hand in the matter; therefore, if you will take a little help from one who once filled your position, I should like to pass on this information to you.

This friend brought to my attention the fact that New Englanders are more prim and precise than people in other sections of the country; especially is this true in the state in which you work, Massachusetts. These people like to buy from someone who reminds them most of themselves, and they are always clean and neat from head to toes. Consequently, "While in New England, do as New Englanders do."

Upon examining myself critically, I found some details of my personal appearance that failed to match those found in the men to whom I was trying to sell. By making sure that I was always neat and clean and cheerful in appearance, I found that my sales increased greatly.

Perhaps you will say there is a great gap between being a Texan and a New Englander. I'll grant that, but I believe that a man of your character and intelligence can analyze himself, locate the differences or flaws in his appearance, and remedy them quickly. At least, I have faith that you can do this.

Prove both to yourself and to me that you can make this improvement in your appearance and bring in the orders. I know you have the temperament and ability to be a good salesman. Very truly yours.

Coming soon: The names of teachers whose students have placed in these contests!

HIGH SCHOOL STUDENTS—FIRST PRIZE
MARY LEE LACHEY
University High School, Santa Monica,
California

• **DEAR CURLEY:** I have always heard that there is no rest for the wicked, and now I believe it. As well as having the month-end rush here at Los Angeles to contend with, I receive the news that you wish to resign.

Here I was, confident that a good man was on the job in a highly rated district—a perfect set-up for real business. Then the next thing I know I'm writing out your last paycheck. No, Curley, it isn't as easy as all that. Knowing you as I do, for the good salesman you are, I'm not going to let this thing slide by, unsolved, without a struggle.

Remember back in college when you and I were crazy about the same girl? You got all the breaks, and I didn't even get a tumble. Even when we decided to make it a foursome and tossed a coin to see who would ask Irene, I always drew the cross-eyed cousin from Muskegon. When I was about to end it all, you gave me this friendly tip:

"Bill," you said, "Irene really goes for you, but—well, it's not an easy thing for me to say. She likes a fellow that takes a little pride in his appearance, and lately, you've been a bit careless. Now don't get me wrong, I'm not claiming to be a dude, myself, but appearance counts an awful lot in life."

Believe me, I'll never forget that day as long as I live. I had a rude awakening but I have never regretted taking your advice. Irene and I have often talked it over. Our happiness was at stake, but due to your frankness we succeeded in overcoming a rather depressing obstacle.

Now, it's my turn to play big brother. The situation is practically the same, with one exception. Your heart's desire is your business career. Buck up, old man, and, as one pal to another, let's lick it together as we did years ago.

I'm sending you the name of a very promising client in Boston. Don't let me down. Best of luck, BILL.

Comments On the Letters

When I gave you this problem of the salesman whose personal appearance was wrecking his career, I was not dealing with an imaginary case. I had in mind an actual letter written under almost identical circumstances by the sales manager of a large corporation in the East. Of course, I can't give you the names, but I do want you to read that sales manager's letter so that you can compare it with the prize-winning letters in our contest. The letter is long—I'll cut it just a little. Here's the way "Curley Howard" was actually handled by his boss, just a month or so

ago. In real life, Curley had not resigned—that's the only difference between the situation in the problem and the one in actual life.

What the Sales Manager Wrote

DEAR CURLEY: Quite recently, various comments have come to my attention that have been rather disconcerting. Their origin is unbiased and from a source we are compelled to recognize.

As a sales manager, it is pre-eminently my burden to correct a salesman when he has the wrong viewpoint on a matter that affects our prestige. It is sometimes an unpleasant task, frequently an unappreciated one, and I do it only when I feel sure a man is worth while correcting and is man enough to take the criticism in the proper spirit. Otherwise, it is much easier simply to dismiss him. I want to talk with you today about your personal appearance.

It used to be said, "Clothes do not make the man"; but a wise man once added, "Perhaps they don't, but they make a lot of difference in what others think about him."

When we start out in the morning, we bathe carefully, we shave clean, we put on freshly laundered linen, we see that our hair is trimmed neatly, our suit clean and newly pressed, our hat nicely shaped, and our shoes brightly shined. We do this because we know that we shall hold our heads a little higher and straighten up our backbones if we are not sensitive of a faulty appearance. We are conscious that we look right, that we are not offensive to others; and for that reason we feel better ourselves.

When a man knows he is well dressed and clean, he has more confidence in himself; he feels that he can meet others without any feeling of inferiority; he can talk better because he knows he looks better; he can sell better because he feels better.

And that's mighty good business, too.

To make a success in this business or in any business, you must build friendship and loyalties and confidence and good will. Most folks like to deal with men who appear to be successful, with men whose grooming and care of person seem to mirror his individuality and personality—his success. If you will take the time to develop that, you will find it the most forceful means in your power for your growth and prestige. It will furnish you with an *entrée* that no one will be able to take from you.

I do not profess by any means to be a sartorial expert, nor do I expect you to assume the rôle of a Beau Brummel. I suppose that Shakespeare's advice, "Costly thy raiment as thy purse can buy; rich, not gaudy," is difficult to improve upon. I know that you get the import of my letter without any further discussion. I think you know exactly what I have in mind and if I judge you correctly your response will be a kindly one.

But if you are inclined to say, "None of your business," please remember that it is my business as long as you are representing this company, for we are, in a measure at least, judged by the impression you make. Very sincerely yours.

I said a minute ago that the letters to Curley were good. That's true. Especially, they were marked by that spirit of friendliness which absolutely *must* dominate all business contacts, whether personal and by correspondence. There, I think, you have found the magic formula for success in life.

I have had the good fortune to work with young people for the past twenty years. To thousands of them I have told the same story: "Your progress in this world is going to depend, more than on anything else, on how well you can adjust your personality to other personalities—whether or not you can 'get along' with people, giving and taking in a true spirit of fellowship."

Has that any connection with letter writing? Absolutely, irrefutably YES. The best writers are those who, in their letters, meet other people with tolerance, understanding, and genuine friendliness. So you see, that's why I am so pleased to meet in your letters that same friendly spirit. It's a priceless asset that many people lack. *Believe me*—the friendly way is the short cut in life.

You Had to Give Curley the Facts

Perhaps it is because you are so friendly, however, that most of the letters had one weakness. They failed to tell Curley plainly that his appearance was his handicap. You hinted; you told him appearances *might* be the trouble, but very few of you dared to say, "Old fellow, you must clean up." Examine again, however, the actual letter written by a sales manager to one of his men, and you'll find he comes straight to the point. So does the winner in the teachers' group: "I've heard that Curley Howard has gone to seed, that he needs a shave, a haircut, a clean shirt, and a pressed suit." Nothing vague about that. Curley is told the truth—just as he should be.

Attention, now! I want you to meet another of my "pet peeves" in letter writing. Maybe it was because that peeve appeared so often in this batch of letters that I acquired those three new gray hairs. Anyway, fully one-third of the letters ended by wishing Curley "good luck." There's an expression that goads me! The answer to no problem is good luck. Certainly, it never sold a dozen watches for Curley Howard. It's a casual way of dis-

missing any problem—it is bound to irritate the reader. Don't wish a man good luck—wish him the success that comes from *hard work, head work, and character*.

All right, before the editor says our space is all gone, let's hit the high spots with a few more comments about your letters.

Good—and Not So Good

A high school student began, "Yours of recent date." That's one of those old moss-backs that up-to-date letter writers avoid. Beware of them. Another said, "I must apologize for the delay in forwarding this reply." Why the delay? No explanation is given. "Forwarding" is overworked in business. A cold and formal word.

One college letter, otherwise very good, came to a crash finish with "Fight bravely the battle of the strong." Too melodramatic. Learn to control your shots—hold a little in reserve.

Many of the contestants told Curley, "Remember the Alamo." Good psychology to remind Curley of that episode! Texans are proud of that battle—and should be. Nobody, however, took advantage of the opportunity to quote Polonius. You recall, he told his son, Laertes: "Costly thy raiment as thy purse can buy; rich, not gaudy," etc. When I went to school, memorizing Shakespeare was an almost daily chore. Don't tell me that isn't so now. It's your loss, if true. If I had to throw all books except one into the ash can, I'd keep Will Shakespeare's.

It was rather startling to find hardly any of you referring to Mr. Bergen's letter. He was the one, you know, who told you what was wrong with Curley. You couldn't mention his name, but you could quote from his letter. Why didn't you? It was the easiest way to break the unpleasant news. Besides, how else did you know? Was Curley to think a little bird had told you?

One contestant offered Curley a month's vacation to get mentally adjusted. Another sent him money to buy new clothes. Both of those plans were commendable, but they would never be used in business. At least, I have yet to receive a pocket handkerchief from the sales managers under whom I have worked.

Here's a brew of metaphors—all brewed in the same kettle: "Cap your emotions with all the determination you can muster and lend thine ear to what may be a milestone in your career." I'll lend my ear to no milestone. Too much danger of a "cauliflower."

A splendid ending to a letter not otherwise outstanding was "Curley, I'm throwing your resignation in the basket today. I have had

faith in you from the start and I still have my money on you. Go out and give them the works. You've got it in you."

All right, I'll steal those last two sentences. You have a problem to solve for December. Walter Winthrop wants a Christmas message from his employees. Try it, all of you. Same prizes—same fun in trying. "*Give them the works—you've got it in you.*"

Now Comes Santa = With a Bonus in His Bag

THE other day, I heard a tremendous argument. Several fellows in my hotel were trying to prove who is the greatest man in the world. I knew the answer, but I let them talk. One said Hitler, because he had lifted the heel of oppression from the neck of Germany. Another pleaded for Mussolini—he had dared to steal an empire against the command of the League of Nations. A third stood up for Ghandi—the man who conquered the British lion without so much as a bean-shooter.

But just between you and me, they were all wrong. The greatest man in the world is Santa Claus. Now there's a chap whose influence never wanes. Long before you and I were born, his rollicking laugh and his red suit were loved by everybody, and long after you and I are gone he will still be scattering good cheer.

Maybe you are saying there isn't any Santa Claus. But that would be a pity. Not believing in things worth while makes a human being dry up and get sour. Nobody cares much for a fellow who wouldn't stand up for Santa Claus.

There is a certain spirit about Christmas that washes away the ugliness of the twelve months past. For one day at least, we despise our enemies less, and appreciate our friends more. Somehow, our hearts are opened wide to the good in everybody—and the bad doesn't seem to matter. The world always seems a nicer place at Christmas time.

There, do you see what happens when a fellow even starts to *think* about Christmas? The things I have been writing—I wouldn't dare say them about any other day. You would point a finger at me—say that I was

too sentimental, that I had gone soft. Now wouldn't you?

But Christmas is different. That's why our Christmas letters can be different too. You can say to your better self, "Come out in the open for everybody to see—on this day I'm not ashamed to love my fellow men."

What has all this to do with the December problem? Well, more than you may be thinking. I want you to put the spirit of Santa Claus into this letter which you are going to write for Walter Winthrop. I want it to be jolly and friendly. After all, writing a Christmas message is different from trying to collect some money for a shipment of pork and beans, or telling a customer that a certain kind of cement will make the best side walk.

Merry Christmas from "The Boss"

So much of business is necessarily cold and uninteresting—so many letters are simply straight-to-the-point explanations of this and that. But not this Christmas letter—there you can let your imagination dance an emotional jig. In fact, people *expect* sentiment in a Christmas message.

Of course, this letter to be signed by Walter Winthrop must do something more than wish his employees "A Merry Christmas." He is giving them a real *reason* to be merry. On the first of January, they are to get a bonus of 5 per cent. That bonus has a two-fold purpose—to reward the workers for past accomplishments, and to spur them to greater deeds in 1937.

More than anything else, I must caution you to be sincere. Sentiment is not some-
(Continued on page 264)

LETTER PROBLEM No. 13

The following letter, sent by Walter Winthrop, president of the Colonial Manufacturing Company, to his advertising manager, needs no explanation.

Mr. Arthur Delmar:

As usual, I want you to write the Christmas letter to our employees, although this time I am itching to write it myself. It has been six years since we have been able to approach our people with such a real challenge to greater achievement, and I am expecting your message to lift them out of any complacency into which they may have fallen, and start them off right in the coming year.

Certainly, a Christmas letter should compliment the employees on their good work the past year, as appreciation is one of the first requisites of good leadership. On the other hand, I think it is folly to spend too much time looking backward. That's water over the dam. What's next? That's the question always uppermost in my mind.

Being a member of the executive committee, you already know that a bonus of 5 per cent has been declared to all of those who have been with us a year or more. But of course, that is confidential and not to be announced until later. Why not make it the hook on which to hang our Christmas message?

While we have many incentives in our business, and the morale is better than in most companies, I am not fooling myself a bit about the reward that means the most to any human being. It's the same with you or me. Money talks, and this bonus of ours should be a great factor in encouraging our workers to double their efforts in 1937.

So get out of the banalities of the usual "Merry Christmas and Happy New Year." Use the bonus as evidence that our business is definitely out of the woods, that 1937 is going to be the biggest year in our history, that the strong are going to be richly rewarded in our business—and the weak discarded.

The letter will be signed by me. You have written some darned good inspirational messages in the past. Make this your masterpiece.

Walter Winthrop

Well, the stage is set. The president has asked the advertising manager to write a Christmas letter that he can sign and send to his employees. You are Arthur Delmar. Write the letter.

(Continued from page 262)

thing you can buy in bottles or cans. Just as the actor must *live* his part, so must you *feel* the message you are going to write. Old Scrooge could never have written it—not until that Christmas Eve when for the first time his heart was warmed by fellowship.

Sometimes I get Christmas letters in which the writers are more interested in themselves than in me. They think that while I am emotionally receptive, they will try to sell me something. That's very bad. You can't mix the affairs of business with the spirit of Christmas—not successfully. Here on my desk, for example, is one that begins, "I am writing to wish you a Merry Christmas, and to tell you about our splendid line for the coming year." The letter has ten paragraphs and not another word is said about Christmas. The writer didn't really wish me a Merry Christmas—he was trying to commercialize the occasion and sell me some goods.

Another suggestion! Try to get out of the old ruts in this Christmas message. Make your letter interesting as well as sincere. You know what I mean. Maybe you will get a hundred Christmas cards next month. Most of them will be as much alike as peas in the pod—candles, mistletoe, reindeer, roofs covered with snow, and the inevitable "Merry Christmas" in gold embossed letters. But two or three will be different. You will save them apart from the rest and when your friends come, you will say, "Look at these cards—aren't they clever?"

The really good Christmas letter is like that. It lacks the old formalities. It tells the old, old story—but makes it seem new.

Just think a while about Christmas—what it signifies. Think about all those workers in the Colonial Manufacturing Company, how faithful they have been, what fine folks they are, how happy they are going to be to get that 5 per cent bonus. Think how nice it will be to give them the good news, to wish them a jolly time on Christmas Day. Think of these things—then write the letter.

The Contest Rules

Send two copies of your contest letter to the Business Letter Contest Editor, The Business Education World, 270 Madison Avenue, New York City. Your letters must reach that destination on or before December 23.

One copy is to be on plain white paper, unsigned, but marked "Teacher," "College Student," or "High School Student."

The other copy should carry your full name, home address, name of school, city in which school is located, and the notation "Student" or "Teacher" in the upper right-hand corner of the letter. If you are a student, give your teacher's name also. Student letters without the name of the instructor will not be eligible.

Because of the large number of entries received each month, no acknowledgment can be made of them and no papers can be returned.

And in order to keep Mr. Frailey from getting more gray hairs, we must ask that teachers send letters from not more than ten students in each of their classes. Only the better letters can stand against the keen competition. But use these problems, and send in your best letters!—the B.E.W. wants to be of service to every school in the country.

Only the unsigned copies of the solutions will be judged; in that way, every entry is guaranteed an unbiased decision.

Prize Awards

PRIZES: Teachers—first prize \$10; second prize \$5. High School Students—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each. College Students (including private business school students)—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each.

Superior Merit—a copy of "20,000 Words," by Louis A. Leslie.

In case of ties, duplicate prizes will be awarded.

Honorable Mention—High school students whose letters deserve recognition because of their excellent quality will be awarded honorable mention and their names will be published in the BUSINESS EDUCATION WORLD. Details and further explanation are given on the opposite page.

Permanent Roll of Honor

Roll of Honor—The name of any contestant who wins a cash prize or honorable mention, or both, three times during these letter contests will be placed on a permanent roll of honor, which will appear on these pages each month. Contestants eligible for this roll of honor should inform the Business Letter Contest Editor of the fact, listing the three contests in which they placed.

Have you sent your entry for the B. E. W. Camera Contest? See page 266.

Important Announcement

Many high school student contestants—the largest group in the Frailey contest—show so much promise as letter writers that we feel they deserve recognition although they do not quite come up to prize-winning standards. Their names will be published each month as having earned *Honorable Mention*. This is for high school students only.

The classification formerly called *Honorable Mention* will henceforth be designated *Superior Merit*.

No letter earns either a prize or *Honorable Mention* for its writer unless it shows (1) original thought, (2) a fairly satisfactory handling of the assigned problem, and (3) understanding of "the other fellow's point of view."

Letters were disqualified for one or more of these bad breaks: Two or three misspelled or improperly used words; outworn beginnings (Yours of the 8th at hand and contents noted) or endings (Hoping to hear from you favorably, I am); statements that would offend the recipient.

THE BUSINESS EDUCATION WORLD is glad to give recognition to this youngest group of letter writers.

HONORABLE MENTION

October Letter Problem

CALIFORNIA—*Mt. Diablo Union High School, Concord*: May Sasaki. *Modesto High School*: Margaret Andrews, Ella Hansen, Evelyn Horne, Frances V. Sims, Clara Belle Weeks. *John Muir Technical High School, Pasadena*: Adelinc M. Green, Ethel Wildes. *University High School, West Los Angeles*: Joan Lauer.

ILLINOIS—*Paris High School*: Marjorie Milam, Margaret Louise Richardson.

INDIANA—*Reitz High School, Evansville*: Hazel Brooks, Edward Brown, Helen Laughlin, Catherine Maurer, Bernice Schnakenburg, Darlene Word. *Honore Mann High School, Gary*: Helen Baran, Gene Ferguson, Ruth Gross, Dorothy Grote, Irene Ann Horkavi, Lillian Jacobson, Marjorie Maynard, Ruth Elaine Newman, Mary Elizabeth Owens, William Pomeroy, Dorothy Schraeder, Eulalia Terwilliger, Barbara Weigel.

IOWA—*Atlantic High School*: Maxine Lang, Helen Wimler. *Boone High School*: Betty Rasmus. *DeWitt High School*: Jean Christiansen, Marie Flick, Kathleen Kirkpatrick, Eugene McAllister, Vesta Schanze, William Young.

KANSAS—*Immaculata High School, Leavenworth*: Audrey Salisbury. *Parker Rural High School*: Albert Lockhart, Jean McGee.

MASSACHUSETTS—*Agawam High School*: Carl Peterson. *St. Mary's High School, Westfield*: Evelyn Rodden.

MINNESOTA—*Roosevelt High School, Minneapolis*: Marv Anderson.

MISSOURI—*Roosevelt Evening School, St. Louis*: Mildred Frank. *Sikeston High School*: Nancy Ann Ponder.

MONTANA—*Brockton High School*: Helen Katharine Gilligan.

NEBRASKA—*Scottsbluff High School*: Helen Derby, Jeanne Mattison, Eileen Mintle.

NEW JERSEY—*Battin Evening High School, Elizabeth*: Frieda Miller, Rose-Marie Simpson, Bernice Spangler. *Abraham Clark High School, Roselle*: Milton Markowitz.

NEW YORK—*Van Hornesville High School*: Margaret Walters, Beulah Willsey.

PENNSYLVANIA—*Glassport High School*: Madeline Burke, Pearl M. Grice, Mary Krajnak, Henry Kwiatkowski. *William Penn High School, Harrisburg*: George Katsonis.

RHODE ISLAND—*St. Patrick's High School, Providence*: Mae Carew, Alicia Clark, Mary Corrigan, Anna Maxwell, Helen Pilkington.

WASHINGTON—*Elma High School*: Florence Bergstrom, Marjorie Phelps, Leone Reese.

WISCONSIN—*St. Mary's Academy, Milwaukee*: Josephine Beyer.

NOVA SCOTIA—*Mt. St. Bernard College, Antigonish*: Dorothy Hanington, Carmen MacDonald.

QUEBEC—*Notre Dame Secretarial School, Quebec*: Grace Hathaway, Doris Jones, Jane M. Smith, Margaret Watson.

Value of Business Experience

• My own varied business experience has been of untold value to me. . . . We must be qualified to gain the attention, attract the interest, create the desire, satisfy the judgment, and secure the action of our consumer public. How better can we do it than to become one with them in studying their problems? Only by so doing can we teach with authority and conviction and establish ourselves as men and women whose opinions have weight. Society, we hope, will better adjust itself to the individual, but we, in this generation, must still place greater weight on adjusting ourselves to society.

We must be able to put ourselves in the other fellow's place or we may find that he has placed himself in ours.—*Ina M. McCausland, High School, South Portland, Maine.*

THE B. E. W. PICTORIAL PROJECT

Human-interest photographs win prizes! What striking incident or important personality connected with commercial education has your camera caught?

THE Camera Contest is on! Many interesting entries already received are closely guarded for the eyes of the judges to determine which shall receive the award and be published in the January issue of the BUSINESS EDUCATION WORLD. Here are the rules and suggestions.

Rules and Prizes

Three first prizes of \$5 will be offered each month: one to a teacher, one to a student, and one to a business employee. All other entrants submitting pictures that the judges consider of special merit will receive a prize of \$1, and the pictures will be published. In the case of ties, duplicate prizes will be awarded.

The judges are Adolph Fassbender, R. T. Nesmith, Jack Price, Harald Torgesen, and John Robert Gregg.

1. The contest is a strictly amateur event, open to anyone who does not earn his whole living by photography. Employees of the publishers of this magazine and their families are not eligible to compete, neither are those engaged in the manufacture, sale, commercial finishing, or professional use of photographic goods.

2. Each picture should be accompanied by a short description of the picture and the circumstances under which it was taken.

3. Any make of camera, film, chemical, or paper may be used.

4. Developing and printing may be done by a photofinisher or by the entrant.

5. No print or enlargement may be more than eight inches on the longest dimension.

6. Pictures should not be mounted or framed.

7. Glossy-finished prints are preferred.

8. On the back of each picture submitted, paste a slip of paper bearing your name and address and stating whether you are a teacher, a student, or a business employee.

9. Mail as many pictures as you wish. Mail pictures flat to A. A. Bowle, Amateur Picture Contest Editor, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

10. No prints will be returned. Do not send negatives—keep them for your own use.

11. Closing date for December contest is December 24. (Merry Christmas!)

Perhaps your community has some celebrity who was once an office clerk or stenographer; perhaps your school is trying out unusual

methods in business education. Let your camera tell us about them.

The camera's eye turns on business and business education, to show us, in picture No. 1, opposite, an antique typewriter contest held at the Peoples Academy, Morrisville, Vermont. In a letter accompanying the picture, Mrs. Urban C. Wakefield says:

One of the most popular features of our annual commercial exhibition was our Antique Typewriter Contest. Several antique machines were found in our small village, and a week of strenuous practice was put on the decrepit typewriters, the oldest of which was the Odel, second from the right. The girls wore costumes appropriate to the period when each machine was patented. As the contest proceeded, the interest and enthusiasm of the audience knew no bounds, and they cheered and encouraged favorite operators with shouts and laughter.

Following this contest on the antiques, an up-to-date event was staged with modern machines.


Someone suggested for picture No. 2 the title "Industry in the Raw." While a class in industry and commerce discussed a feather factory, one student helped to vitalize the text material by bringing in this picture of the latest in ladies' shoes and bags—alligator leather. This one is from Donald Crosby, of New York.

The typewriter classroom pictured in No. 3 is in Nicaragua. The budgets are hung around the room with each day's work placed on top so that students may note the progress in their work and that of their fellows.

Picture No. 4 shows what we saw as we peeked into the sales laboratory, a retail shop built in the Central School of Business and Arts, New York. Picture by Abel Rosenberg.

Picture No. 5 shows the effective use of the blackboard in recording pupil achievements—a contribution of Vernal H. Carmichael, Ball State Teachers College, Muncie, Indiana.

Other examples of appropriate subjects appeared on pages 194-195 of the November B.E.W.



The Camera Looks at Business Education

1. An "antique" typewriter contest in Vermont.
2. Women's shoes and bags "on the hoof." An alligator farm that provides leather goods for the trade.
3. A Nicaraguan classroom, showing typewriting budgets displayed on the walls.
4. A glance through the door of the specialty shop described on pages 235-239.
5. A blackboard display of achievement records.



The Characteristics of Accounts

P. W. Cutshall

"I don't see what good my bookkeeping did me; this work I'm doing now isn't like what I did in school." This month's contribution to the Counting House tells how to do away with such complaints from young bookkeepers

EVERY new subject that is undertaken in school work has certain basic fundamentals that must be mastered if the student is to continue successfully with the advanced work in that subject.

This point is too frequently overlooked by those who teach beginning bookkeeping, with the result that they teach bookkeeping only as a mechanical method of recording certain facts rather than as a set of principles common to all so-called bookkeeping systems. In other words, they teach the mechanics of bookkeeping without making clear the reasons that support the mechanics. It is probably because of this that our graduates often remark, "I don't see what good my bookkeeping did me; this work I'm doing now isn't like what I had in school."

After all, the most that we teachers can hope to do in our bookkeeping classes is to teach thoroughly the fundamentals and some of the more common applications; after that, it is largely up to the student to apply correctly the principles to new situations as they arise on the job. It is important, therefore, that we do a superior job of teaching the fundamentals, especially in beginning bookkeeping.

When we examine the various kinds of bookkeeping information that might be considered fundamental, one kind stands out clearly, namely, knowledge of accounts or the characteristics of accounts. If the pupil masters these characteristics, he can then more intelligently record transactions, prepare financial statements, close the ledger—in fact, do all the work required during the bookkeeping cycle. More than this, he is properly prepared to undertake the advanced work with a degree of understanding that

enables him to do the new problems because he grasps the reasons rather than because he has memorized the processes.

It is well known that what one learns through a logical process of reasoning and association is recalled more readily and more exactly than that which is learned by memory alone. Furthermore, what one learns through reason and association can be more quickly and intelligently applied to new situations as they arise, and the ability to deal with new situations is necessary for success after leaving school.

While it is rather obvious that the basic principles should be well taught, yet teaching them well is not always easy to do. Too often the principles are so scattered through a textbook that the pupil is unable to see the relationships that exist between them. As a result, he learns many facts about the subject, but in such a disconnected manner as to make them difficult to learn and almost meaningless and useless as far as future application is concerned. Our problem, then, is to discover a method by which the disconnected facts can be shown in their true relationships.

The thought in the old Chinese proverb, "A picture is worth a thousand words," can be utilized to good advantage in bookkeeping. For example, when teaching the characteristics of accounts it is important that the close relationships between the characteristics and the fundamental equation be made clear.

To do this, we begin with what every pupil already knows—the fact that every business must have certain kinds of property before starting to operate. The members of

the class will readily suggest such items as cash, merchandise, equipment, and supplies. The items of notes receivable and accounts receivable may also be easily developed at this same time, so the first list of property is fairly complete. These items should be written on the board, preferably in the order in which they will later be listed on the balance sheet, although nothing should be mentioned at this time about order or balance sheet. Listing items in proper order obviates the necessity of forgetting one order and learning a new one later.

The pupils can now be reminded that each school subject has its own peculiar terminology and that in bookkeeping it is customary to refer to property and amounts due the business as *assets*. This heading may be written above the list already on the board. Then our picture appears as follows:

ASSETS
Cash
Notes Receivable
Accounts Receivable
Merchandise
Equipment
Supplies

The next point is developed by asking, "How does a business man get this property?" Again the pupils will suggest such answers as, "By paying cash"; "By borrowing from the bank and using that money"; "By purchasing on time." In other words, the business man must go in debt for some of the property and become *liable* for the payment of the amounts later. So we call these debts *liabilities* and write that as another column heading.

The items notes payable and accounts payable can now be developed easily because of

their similarity to notes and accounts receivable. The important thing here is to be sure the pupil realizes that one refers to written promises and the other to unwritten promises.

Our picture now appears like this:

ASSETS	LIABILITIES
Cash	Notes Payable
Notes Receivable	Accounts Payable
Accounts Receivable	
Merchandise	
Equipment	
Supplies	

The teacher should now write suitable values opposite each of these items and add them to show the total value of assets and the total value of liabilities.

The next question is, "If the owner should decide to go out of business, what would be done with the assets and liabilities?" Again, most of the pupils will know or quickly understand that all the debts or liabilities must first be paid, using a part of the assets.

Then follows the question, "Who gets the assets that are left after paying the liabilities?" Some pupil usually sees at once that what is left belongs to the owner of the business. Explain then that this is called *proprietorship* and refers to the owner's interest in the assets after the liabilities have been provided for. When this amount is written below the liabilities and added to the total liabilities, it should be clear to all that $Assets = Liabilities + Proprietorship$. In this way the fundamental equation can be worked out, for the most part, from information with which the pupil is already familiar.

Now, after drawing a line to separate the items on the left of the equation from those on the right, and writing the equation above the diagram, we have a picture like Figure I.

ASSETS		=	LIABILITIES + PROPRIETORSHIP	
<i>Assets</i>			<i>Liabilities</i>	
Cash	1,000.00		Notes Payable	1,000.00
Notes Receivable	500.00		Accounts Payable	2,000.00
Accounts Receivable	2,500.00			3,000.00
Merchandise	3,000.00			
Equipment	1,800.00			
Supplies	200.00			
	9,000.00			
			<i>Proprietorship</i>	
			John Doe, Owner	6,000.00
				9,000.00

FIGURE I

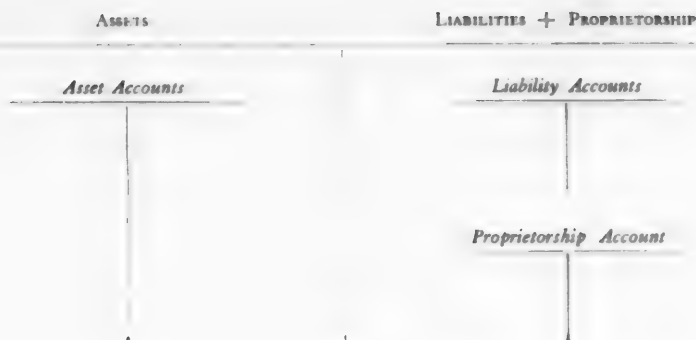
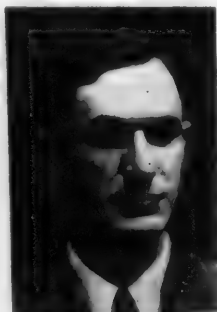


FIGURE II

The thinking of the pupils is now directed along this line: "What will happen to these values as a result of business activities such as selling merchandise, paying our debts, buying more equipment, receiving money from a customer, etc.?" And the answer quickly is given. "It will make the amounts different"; "It will change their value."

The teacher now promptly asks, "In what ways and in how many ways can these values be changed?" It is soon agreed that they can change only in two ways—either increase or decrease in amount.

Then the teacher points out that it is necessary and customary for every business that is properly managed to maintain a record from day to day of the value of each of these items and the changes in the values that are caused by the activities of the business. These separate records are called *accounts*. Consequently, there would be a Cash account, a Notes Receivable account, a Notes Payable account, and so on for each item in the list.



P. W. Cutshall teaches at Hughes High School, Cincinnati. He graduated from Indiana State Teachers College, Terre Haute, with a splendid scholastic record. He has held important offices in Ohio and Indiana teachers' organizations. For seven years he was head of the commercial department of the Brazil, Indiana, High School.

It is reasonable to conclude, therefore, since any value can be affected in only two ways, that a diagram or form with two divisions or parts will be required to maintain the desired record.

Also, it is reasonable to conclude, the method of recording in all asset accounts will be similar, thus making it possible to consider all asset accounts as a group or class rather than to consider each account separately. The same will of course be true for the liability accounts and the proprietorship account.

As a result of this reasoning, the teacher now revises the last picture so that it will look like Figure II.

Since we have decided to keep a record of the changes in the value of assets, liabilities, and proprietorship and a form having two divisions has now been provided, our next question is, "On which side of the accounts should we record amounts that increase those values?"

It is evident, after we have decided upon the answer to this question, that the amounts that decrease the values will be recorded on the opposite side of those same accounts.

Considering first the asset accounts, we reason as follows: Since the asset item is on the left side of the equation and asset accounts are on the left side of the diagram, it is logical and easy to remember that values which increase assets will be recorded on the left side of those accounts. This can be indicated on the chart by a plus mark on the left side of the asset accounts. Then, since decrease amounts will be recorded on the

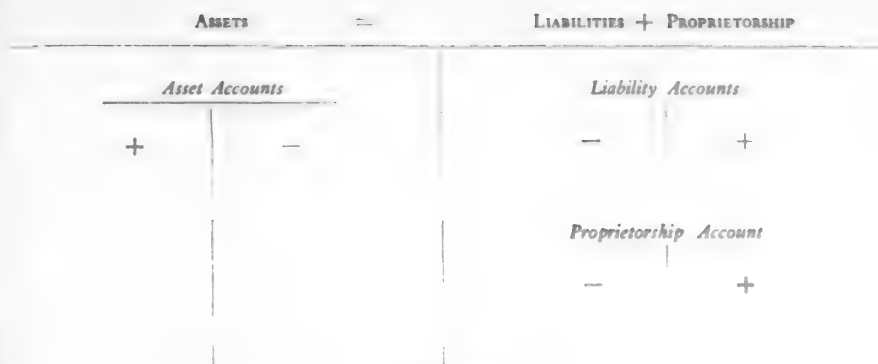


FIGURE III

opposite side, a minus mark is placed on the right side.

When we apply the same reasoning to liability accounts, we see that this item is on the right side of the equation and on the right side of the diagram; therefore, any amount that increases a liability will be written on the right side of the account and the amounts that decrease a liability will be written on the left side of the account.

When we consider the proprietorship ac-

count and apply the same reasoning, it is evident that the increases and decreases will be recorded exactly as they are in liability accounts. After the recording of increases and decreases has been indicated by means of plus and minus signs, our chart appears as shown in Figure III.

In the January issue, Mr. Cutshall will describe the remainder of the process of building this clear and complete chart.

For Students of Advertising

Make These Statements More Emphatic Through Omission of Participles

1. Type is large and clear, assisting the location of any word.

2. Where you can have a wonderful time among the mountains seeing the far-famed scenery.

3. We hope the information contained in the catalogue will warrant you trying our shoe.

4. We take the liberty of calling your attention to our varnishes which are waterproof and wear-resisting and having all the sterling qualities of our paints.

5. The company will fly machines from Augusta, Maine, to New York, stopping at way stations.

6. Thanking for your interest and trusting that it may be our pleasure of having you carry our line of paints and varnishes, we

are, Yours very truly, Jones Paint Company.

7. Mullins Radiator Enclosures prevent the dust and dirt from rising, thus keeping your curtains and ceilings fresh and clean.

8. We have received hundreds of letters from teachers congratulating us on our book.

9. Safeguard your linen and other finery when marking by using only Payson's Indelible Black Ink.

10. Every ring is gauged, inspected, and tested in a cylinder before leaving the factory.

11. Warm weather is almost here, bringing with it a demand for lightweight neckwear.

12. We would advise you seeing our November catalogue for the latest records.

—Reprinted by permission from *Criticism, Suggestion and Advice*, Boston University, Charles E. Bellatty, Editor.

December Bookkeeping Problem

• IN LAST MONTH'S ISSUE (page 196), we described our latest B.E.W. business project: a monthly bookkeeping problem patterned after the Frailey Business Letter Problems that have proved so successful in teaching the writing of business letters and in bringing the business office and the classroom closer together.

This month we present the second problem in the series and repeat our request of last month that you send us your frank opinion of the value of this type of project in the teaching of bookkeeping. We should like particularly to receive constructive suggestions for the improvement of the project so that each succeeding month's problem may

be of increasing value to both teachers and students.

An invitation to submit bookkeeping problems for this series is extended to all our readers. Each problem accepted for publication will be paid for at our customary rate for articles published.

This month Milton Briggs, of the New Bedford, Massachusetts, High School, has conceived a problem in keeping with the holiday season. Its simplicity will appeal to all teachers of bookkeeping who realize the value of having the entire class participate in a project that gives every student an excellent chance of reaching the standards set for the completion of the project.

A Christmas Specialty Shop Project

Milton Briggs

ON the main street of your town or city, there is a small shop that has been vacant for some time. Two grown-up friends of yours, Mr. and Mrs. George Davol, have decided to operate a retail store during the last two weeks of November and until Christmas. They plan to sell neckties, shirts, and socks, suitably boxed for Christmas gifts.

Since Mr. and Mrs. Davol have no knowledge of bookkeeping procedure, they ask you to keep their records for them so that they may know the results of their business venture. They agree to pay you \$10 for keeping their bookkeeping records for the month.

You plan to keep a set of three books: a double-page cash book, a purchases journal, and a sales journal. The work will require but little of your time. The transactions follow.

November

15. Mr. and Mrs. Davol each invested \$100 cash in their Christmas gift shop.

19. Bought on account from the Essex Tie Company, 211 Congress Street, Boston, 12 dozen neckties at \$3.75 per dozen.

19. Bought on account from Forbes & Wallace, 122 Washington Street, Boston, 7 dozen shirts at \$9.60 per dozen.

20. Bought on account from the Eagle Supply Co., 20 Washington Street, Boston, 10 dozen neckties at \$7.50 per dozen and 17 dozen pairs men's socks at \$3.60 per dozen.

21. Paid in advance two weeks' rent of store at \$15.00 per week.

22. Bought from James Bolton, 246 Westminster Street, Providence, 30 dozen neckties at \$1.50 per dozen; 5 dozen men's shirts at \$12.00 per dozen. Terms, on account.

23. Paid man for trimming show windows and interior decorating, \$5.

24. Paid \$5 for installation of electric meter in the store. (This \$5 deposit will be returned at the close of the business period.)

24. Purchased shirt and tie boxes, string, and wrapping paper, \$22.50. Paid cash for these.

26. Cash sales to date:

44 ties, \$50
14 shirts, \$21
20 pairs socks, \$10

26. Sold on account to Mrs. Charles Parsons, 373 Chauncery Street, City, 2 shirts at \$1.50 each; 2 pairs socks at 50¢ each.

29. Paid wages to clerk, \$14.

29. Cash sales to date:

77 ties, \$40
12 shirts, \$18
22 pairs socks, \$11

29. Paid Essex Tie Company invoice of November 19. Paid Forbes & Wallace invoice of November 19.

December

2. Paid James Bolton for invoice of November 22.
2. Mrs. Charles Parsons paid her bill of November 26.
2. Paid two weeks' rent for store at \$15 per week.
4. Bought for cash 3 dozen shirts at \$12 per dozen.
4. Bought wrapping paper, twine, etc. Paid cash \$5.
7. Cash sales to date:
 - 65 pairs socks, \$37.50
 - 70 shirts, \$107
 - 125 ties, \$81.25
8. Paid \$5 for lighting.
10. Paid bookkeeper \$5 for services to date.
11. Bought of Forbes & Wallace: 10 dozen shirts at \$9.60 per dozen; 30 pairs socks at \$3.60 per dozen; 10 dozen ties at \$7.50 per dozen; terms, on account.
14. Cash sales to date:
 - 150 ties, \$122
 - 60 pairs socks, \$32.50
 - 75 shirts, \$100
16. Paid Eagle Supply Company invoice of November 20.
17. Sold on account to Joseph Morris, 27 Parker Street, City, 5 ties at 60¢ each; 2 shirts at \$1.50 each.
18. Sold on account to Edward Ryan, 10 Jonathan Street, City, 3 pairs socks at 50¢ a pair; 2 shirts at \$1.75 each.
19. Cash sales to date:
 - 100 ties, \$75
 - 50 pairs socks, \$25
 - 40 shirts, \$60
19. Bought for cash: 3 dozen shirts at \$12 per dozen; 60 pairs socks at \$2.50 per dozen; 20 dozen ties at \$3.75 per dozen.
20. Bought of Eagle Supply Company, 48 pairs socks at \$6 per dozen; terms, on account.
20. Paid Forbes & Wallace invoice of December 11.
23. Edward Ryan paid his bill of December 18.
23. Paid \$10 for extra sales clerks.
24. Cash sales to date:
 - 175 ties, \$115
 - 115 pairs socks, \$62.50
 - 110 shirts, \$175
24. Joseph Morris paid his bill of December 17.
26. Paid \$10 final rent.
- Paid \$5 for bookkeeper's services.
- Paid \$2 electric bill.
- Received \$5 (deposit on meter returned).
- Paid Eagle Supply Company invoice of December 20.
- Sold balance of stock on hand to a local men's furnishing store for \$75.
- Paid Mrs. George Davol \$75 for sales service.

This Is What the Student Is To Do

1. Rule a simple cash book, a purchases journal, and a sales journal.
2. Make the bookkeeping entries for the above transactions.

3. Post all entries. (Use regular ledger paper.)
4. Take a trial balance.
5. Prepare a profit and loss statement. (There is no merchandise inventory, because all merchandise has been sold.)
5. Answer this question in one paragraph: How might a knowledge of bookkeeping have helped Mr. and Mrs. Davol in the management of their Christmas Specialty Shop?

Instructions

1. This problem may be solved by any student enrolled in the commercial department of a private or public school.
2. Use pen or the typewriter and plain white paper, 8½" by 11".
3. Fasten all papers together securely, placing on top a title page carrying the following information: The BUSINESS EDUCATION WORLD, December Bookkeeping Problem.
Student's name in full.
Grade in school.
Name of school.
Address of school.
Name of bookkeeping instructor.
4. Solutions will be marked on a scale of 10 points: accuracy, 6 points; neatness, 2 points; answer to related-thought question, 2 points.
5. Instructors are requested to mail all solutions in one package rather than having each student mail his solution separately. Solutions should be mailed flat and addressed to The Bookkeeping Contest Editor, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y. All solutions must reach that destination on or before January 22.
6. Papers to be sent in for this problem are: Cash Book, Purchases Journal, Sales Journal, Ledger, Trial Balance, Profit and Loss Statement, and the paragraph answering the related-thought question.

Student Awards

College Students (including private business school students)—first prize, \$5; second prize, \$3.
High School Students—first prize, \$5; second prize, \$3. In case of ties, duplicate prizes will be awarded.

The names of all students whose solutions receive a grade of 10 points but do not win prizes will be published, with the names of the prize winners, in the March, 1937, issue of the BUSINESS EDUCATION WORLD.

Every Student Will Benefit

Your students will like this method of motivating your bookkeeping lesson. Urge them all to work the problem.

THE COUNTING HOUSE

The Counting House (see page 268) is an open forum for the discussion of bookkeeping teaching problems and for the exchange of teaching devices that have proved to be especially valuable. Your contributions are most welcome.

WORDS THAT NEED WATCHING

Maurice H. Weseen

THOSE who wish to use language correctly must first of all beware of confusing words that have a merely superficial resemblance. They must remember that the fact that words look somewhat alike or sound somewhat alike does not make those words interchangeable. Such similarity of appearance or sound does not even prove that there is any real relationship between the words.

Apposite and *opposite* look and sound much alike, but in reality they are very different. That is *apposite* which is especially suitable or appropriate to the occasion. A word, expression, remark, statement, or illustration that exactly "hits the spot" is said to be *apposite*. That is *opposite* which is diametrically different in position or in kind.

To inform or to give notice is to *apprise*. To appraise, to estimate, or to evaluate is to *apprize*. You are hereby apprised that these verbs need to be appraised carefully.

The verbs *assume* and *presume* are often interchangeable in the senses of infer, suppose, expect, and take for granted. One may say correctly either "I assume that he will accept the offer" or "I presume that he will accept the offer." But the primary meaning of *assume* is to pretend or feign. In this sense *presume* cannot be correctly used. On the other hand, *presume* means to take liberties, in which sense *assume* is not correct.

"Let us assume" is the correct expression when we wish, for the sake of argument, to use a point that has not been proved or when we wish to imagine a situation that does not exist. "Let me presume" is the proper form of an apology in which the speaker knows that he is going rather far in the direction of rashness. "He presumes to give me orders" is the correct expression when, in the speaker's opinion, the person referred to goes beyond his proper authority. *Presume* also means dare, as "He presumes to set himself up as a model."

For other articles by Mr. Weseen on this important subject, see *BUSINESS EDUCATION WORLD*, June, 1936, page 571; September, page 28; October, page 129.

Through careless enunciation the verb *arrogate* is often misused for the adjective *arrogant*. To *arrogate* means literally to take to one's self. It applies chiefly to rights and privileges, as, "The clerk *arrogates* to himself all the authority of the manager," meaning that he assumes more than is right or proper. *Arrogant* means proud, presumptuous, overbearing, and audacious.

An *artist* is one who is skilled in a fine art in which imagination and taste are dominant, such as music. An *artisan* is one skilled in a mechanic art in which manual dexterity is dominant, such as carpentry. A painter of pictures is an artist; a painter of houses is an artisan.

"We have a large assembly of auto parts and accessories." This is an erroneous use of *assembly*, which applies to persons only and means a group that has gathered for some purpose. *Assemblage* applies to things as well as to persons, but in sentences such as the foregoing either *collection* or *assortment* is a better word.

Astray is an adjective and adverb meaning lost, wandering, roaming, sinning, or in error. *Estray* is a verb meaning to wander or roam and a noun meaning an animal that has wandered from its owner. *Estray* is used only in literal senses. *Astray* is used in both literal and figurative senses. A cow and a sinner may go *astray* but only the cow would be called an *estray*.

The adjectives *averse* and *adverse* denote opposition but are not interchangeable. *Averse* applies chiefly to feelings and inclinations. One person is *averse* to flattery, another is *averse* to borrowing. *Adverse* applies chiefly to intentions and opinions. One person is *adverse* to the Guffey Act, another is *adverse* to the Townsend Plan. "Adverse possession," "adverse party," and "adverse witness" are common expressions. In reference to opposition that is not subject to man's control, *adverse* is the correct word. We may correctly speak of *adverse* wind, *adverse* weather, and *adverse* circumstances.

Many an argumentative war has been waged over *assurance* and *insurance*. In the general sense of that which gives confidence *assurance* is the only correct term. In the sense of a contractual relation covering certain contingencies the older name *assurance* has been largely displaced by the newer name *insurance*. A few older companies retain the term *assurance*, usually in the combination *life assurance*.

The plural form *avocations* is a recognized synonym of *vocation*, meaning regular and habitual pursuits. But the singular form *avocation* means a subordinate occupation, usually one pursued for pleasure and pastime rather than for gain. "His *vocation* is banking; his *avocation* is gardening."

Tax-worried citizens of the United States must have indulged in at least a little self-congratulation when they read that indignant persons over seventy will receive pensions in Canada. *Indignant* means wrathful or exasperated. A government could hardly be expected to pension all wrathful or exasperated persons, nor even those over seventy years of age. *Indigent* means needy, poor, in want, destitute. Most of us can agree readily that such persons should be cared for.

Only a foolish newspaper slip, you say? Then how about this?—A formal legal document establishing a deed of trust contains this sentence: "Earnings of this trust are to be used for the benefit of indignant children." Did the philanthropist really wish to aid children who were angry, annoyed, and incensed? It seems much more likely that he meant *indigent*. But the other word was used by him and his high-priced attorneys. The legal document says *indignant*, and law is law.

A. E. Bullock Promoted

• AS WE GO TO PRESS we receive the news of the appointment of Albert E. Bullock to the principalship of the great Metropolitan High School in Los Angeles, California, a downtown school specializing in commercial and vocational education. For many years, Mr. Bullock has been in charge of commercial education in the city schools of Los Angeles.

Harvard Offers New Degree

• DEAN HENRY W. HOLMES, of the Harvard Graduate School of Education, has announced that, beginning this fall, the degree of Master of Education will be awarded only for study in preparation for the work of school superintendents, principals, and education specialists. Students preparing to be secondary school teachers will work hereafter for a new degree at Harvard, Master of Arts in Teaching, which will be offered by cooperation of the Faculty of Education and the Faculty of Arts and Sciences.

Besides preparing for administrative and supervisory work in the schools, the new programs of study will be serviceable for those who wish to work in schools of education and teachers' colleges. The program includes the following:

Administration: In preparation for the work of superintendent of schools.

Secondary Education: In preparation for the work of the principal or headmaster of a secondary school.

Vocational Education, especially commercial education: In preparation for the work of the supervisor or director of vocational or commercial education.

Vocational and Educational Guidance: In preparation for the work of the counselor or the director of guidance.

Psychology, Measurement, Research: In preparation for the work of school psychologist, director of testing or research, or educational statistician.

—*The Journal of Education.*

Illinois U Fifth in Size

• ILLINOIS is again ranked fifth on the list in size of registration, with 11,528 full-time students. California is first (20,388), Columbia second, Minnesota third, and New York University fourth. Ohio State ranks next below Illinois. These six are the only ones in the five-figure class.

In at least one subject—architecture—Illinois has the largest registration (223) of any university. Our College of Commerce with a registration of 1832 is second in size only to Ohio State (2214), and we are also second in engineering (1803), being exceeded only by California (2049). We are third in journalism and music, and fourth in agriculture and medicine.—*Illinois Alumni News, February, 1936.*

METRONOMIC RHYTHM IN FOUND TO B

William R. Foster Comments on This New Series

• *Harold Smith can always be depended upon to give us something new, something scientifically developed, something inescapable in its conclusions. He has the true missionary spirit, for he presents his topics with enthusiastic vigor and full belief in the correctness of his points. I have always considered him to be a pioneering prophet. He makes me feel that progress has not ended. All of us need such a stimulus.*

A COMPARISON OF TYPING FROM STUDENT TO EXPERT STAGE

Each line in the illustration below represents a portion of a test made with the aid of the Remington-Rand "rhythm machine." This experimental device draws a paper tape across the printing point of a typewriter at approximately 1.65 inches a second. Since the tape moves at a fixed speed, the typist's speed, the nature of his rhythm, and his letter patterns can be determined by studying the intervals between the letters on the tape. Three "time" lines, divided into tenths of a second (dots) and into seconds, are distributed among the typed lines for easy comparison.

Each operator wrote from the same copy, typewritten in short lines which were supposed to be followed in the tests. Lines 1 to 6 show the first two or three lines of six tests made by five typists. Lines 7 to 12 show how the same operators typed lines 9, 10, and 11 or parts thereof in the copy.

Lines 1 and 7 are taken from the first trial typed by Hortense S. Stollnitz, well-known Remington speed typist.

Lines 2 and 8 are taken from Miss Stollnitz' second trial.

Lines 3 and 9 are taken from the first trial typed by the writer.

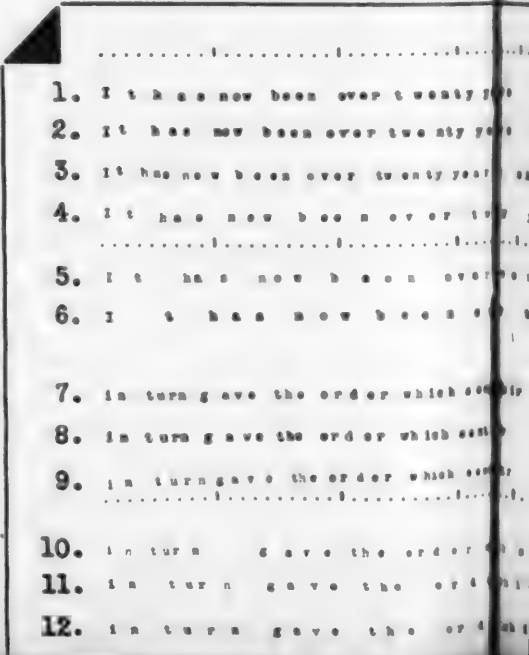
Lines 4 and 10 are from the second trial made by A. A. Bowle, of the Gregg Publishing Company, New York, who has had wide and varied experience as stenographer and secretary. He was an Army Field Clerk on duty with the A.E.F., but he has not used a typewriter for other than personal purposes since 1919.

Lines 5 and 11 are from the first trial on the same test made by a young man (Student M) about to be graduated from a commercial course in high school.

Lines 6 and 12 are from the first trial of a young lady (Student L) about to be graduated from high school.

FOR over 50 years, ever since the days of the first expert typewriter demonstrators, rhythm has been regarded as a necessary factor to be sought and attained in the pursuit of typing skill. Teachers advised students to strive for it and in the late 90's, if not earlier, began introducing devices for developing it.

One of the first such devices was the oral dictation of one letter after another as practiced in the late 90's by A. C. Van Sant, one of the pioneer teachers of touch typewriting. A later device, developed about 1914-1915, was the use of the phonograph record, which obviously provided a definite suggestion of the steady rhythm that the teacher wished the student to follow. Other devices have been the tapping of a ruler, sometimes called the "slapstick" method; the counting method; and the metronome, which was extremely limited in usefulness because of its low upper speed, and which has a modern counterpart in electrically driven devices that trip a hammer on an anvil. These devices can be set to

- 
1. I t h a s n o w b e e n o v e r t w e n t y y e a r s
 2. I t h a s n o w b e e n o v e r t w e n t y y e a r s
 3. I t h a s n o w b e e n o v e r t w e n t y y e a r s
 4. I t h a s n o w b e e n o v e r t w e n t y y e a r s
 5. I t h a s n o w b e e n o v e r t w e n t y y e a r s
 6. I t h a s n o w b e e n o v e r t w e n t y y e a r s
 7. I n t u r n g a v e t h e o r d e r w h i c h s e e m e d
 8. I n t u r n g a v e t h e o r d e r w h i c h s e e m e d
 9. I n t u r n g a v e t h e o r d e r w h i c h s e e m e d
 10. I n t u r n g a v e t h e o r d e r w h i c h s e e m e d
 11. I n t u r n g a v e t h e o r d e r w h i c h s e e m e d
 12. I n t u r n g a v e t h e o r d e r w h i c h s e e m e d

N TYPING BE A FALLACY

Harold H. Smith



Harold Smith, Editor of Typing Publications, Gregg Publishing Company, has taught typing in private and secondary schools, teachers of typing in colleges and universities. He has worked as professional typing speed demonstrator and court reporter and has done much research and writing.

operate through a wide range of stroking speeds.

The entire movement in favor of rhythm and all the many devices for teaching it are the results of years of experience in teaching typists who could not achieve speed and accuracy because their typing was charac-

terized by jerky stopping and starting, by a lack of rhythm.

Nearly all typists who have demonstrated their skill, including the writer, have harped long and loud about the need for rhythm. They have demonstrated the possibilities at speeds ranging from 20 words a minute up to approximately 85 words a minute in such a way as to give the impression that they used a perfect metronomic rhythm. Beyond that speed they have variously described their rhythm as smooth or flowing, or by some similar term. Thousands of students and teachers strive daily to achieve metronomic rhythm in their practice.

In recent years there has been a steady growth in the idea that skillful typing is not done on the isolated-stroke level but on the combination level through building up the ability to perceive and type frequently recurring sequences in groups by means of motion patterns.

It is here that too great a straining for metronomic rhythm and too little understanding of the true nature of motion patterns have made a farce of practice on combinations. Students may type pages of practice on such letter sequences, but, if they never practice them on any but the isolated letter level because the teacher tries to enforce metronomic rhythm, they can never hope to learn motion patterns for *groups* of

since the day when war broke out in Europe. Notwithstanding statements by
since the day when war broke out in Europe. Notwithstanding statements by
the day when war broke out in Europe. Notwithstanding statements by
years since the day when war broke out in Europe.
years since the day when war broke out in Europe.
twenty years since the day when war broke out in Europe.
people through a scourge that they had thought would not come again.
people through a scourge that they had thought would not come again.
people through a scourge that they had thought would not come again.
sent their people through a scourge that they had thought would not come again.
which sent their people through a scourge that they had thought would not come again.

strokes. They are practicing only a succession of single strokes.

Rhythm cannot be separated from pace, the rate of stroking. Whether the rhythm be good or bad, it is always associated with motion, and all motion occurs at some measurable rate of speed. Whether teachers and students realize it or not, a student striving for metronomic rhythm must necessarily type at less than his best speed. Is it any wonder then that teachers by any method require students to practice minute after minute at a metronomic rhythm are forcing them to practice at low levels of learning effort? Are they not actually preventing students from learning rapidly and preventing them from acquiring faster motions—speed?

Lahy¹ was by no means the first to remark that a typist slows down and uses a more regular rhythm when cutting stencils. But he goes on to say: "It appears that in any one subject speed is incompatible with rhythm."

Coover² made a series of experiments in typing, beginning in 1915, some of them in cooperation with expert typists, and ridiculed the idea of rhythm, always regarding it as metronomic rhythm.

Dr. E. G. Blackstone has long accepted Coover's point of view and one of his students, B. S. Entwistle,³ reported on a study of the value of striving for rhythm (metronomic rhythm). His conclusion was that rhythm failed to prove its value in the study of typewriting.

The writer pointed out the inaccuracy of such a narrow definition of rhythm in "Seven Speed Secrets of Expert Typing" (1917), prepared in cooperation with another speed typist, E. G. Wiese, and later, in his articles on "The Teaching of Typewriting,"⁴ adopted the term "fluency" in an attempt to convey

a more adequate conception of the true nature of rhythm.

Harding⁵ gathered up a number of loose ends and compared the varying meanings of the term "rhythm" as used by researchers in skills, including typewriting. He pointed out several varieties of misunderstanding and misinterpretation. He bemoaned the fact that: "In popular speech, rhythm in typewriting has come to mean exclusively the maintenance of uniform time intervals between successive strokes, and of uniform force in striking the keys," and points out that "it is exactly the reverse" of the meaning "employed in the earlier psychological work on rhythm" where a uniform series of nonsense syllables was "broken up into groups, or patterned." He prefers the term "rhythmize" for expressing the natural tendency to type in patterns. He pointed out, as did Lahy, that the principal features of each pattern "are suggested by the comparative convenience on the keyboard of different combinations of letters, and not by ease of spelling or pronunciation."

The writer was one of the subjects in Coover's tests and he himself made a series of kymograph recordings of the work of all grades of typists, from beginners to experts, in 1918 at the State College of Washington.

Experiments With Rhythm Machines

About 1930 he made a private test of a "rhythm machine" constructed at the behest of James H. Rand, President of Remington Rand, Inc. This machine was projected as a means of aiding teachers to teach students to type more rhythmically. It is constructed so as to drive a strip of paper ticker tape at high speed, by means of an electric motor, through a projecting arm in front of the printing point of a typewriter. It can be adapted to any type of machine. Harding used a somewhat similar device in his experiments, and the writer knows of a school official who has built another machine of the same type.

In 1934-1935 the writer determined to make a series of experiments combining records

¹J. M. Lahy, "Motion Study in Typewriting," International Labour Office, Studies and Reports, Series I (Education), No. 3, Geneva, 1934, p. 54.

²J. E. Coover, Ph.D., "Principles of Learning in Typing," *The Rowe Budget*, March, 1928, pp. 10f.

³B. S. Entwistle, "An Experiment with Rhythm in Teaching Typewriting," Monographs in Education, Research Studies in Commercial Education, Vol. II, First Series, No. 8 (University of Iowa, 1928), pp. 75-83.

⁴Harold H. Smith, "The Teaching of Typewriting," *The American Shorthand Teacher*, February, March, and April, 1930; also November, 1929.

⁵D. W. Harding, "Rhythmization and Speed of Work," reprinted from *The British Journal of Psychology* (General Section), Volume XXIII, Part 3, January, 1933. University Press, Cambridge, England.

made on this machine with motion-picture studies. Dr. William R. Odell, then of Teachers College, Columbia University, willingly cooperated; the rhythm machine was obtained; and many tests have been made. Several professional typists, including George L. Hossfield, Hortense S. Stollnitz, and the writer, as well as several secretarial typists and a number of students, have been tested.

At the Iowa University Research Conference in the spring of 1935, Dr. Odell reported tentatively on some of the early tests. He listed three uses to which rhythm may be put in the typing classroom:

1. Where students should be forced to write more slowly.
2. Where students should be forced to write more rapidly.
3. Where students write uneven typescript (i.e., of irregular blackness), rhythm may be effectively used.

It will be noted that the first two of these uses deal with the need for controlling the pace, or *speed* of typing, while the last use deals with the need for controlling the *force* with which each stroke is made. This last can be accomplished only by reducing the speed and using the energy thus saved in directing a more uniform, usually a more powerful, blow at each stroke.

With the exception of Harding and Dvorak,⁶ practically all researchers have dealt with the term "rhythm" as if it could mean only metronomic rhythm. Many of them have no doubt noted the destructive effect of training based on the popular conception of the term, but most of them lacked the one essential for correcting that misconception—personal experience of typewriting skill. Hence they contented themselves with attacking the popular idea and offered no elucidation of the rhythmic factor that is truly basic in acquiring and maintaining typing skill.

These attacks have led many teachers to abandon all effort to develop fluency or real rhythm as opposed to metronomic rhythm, and if this continues we shall be back where we were thirty years ago. Acknowledging that perfect metronomic rhythm is an unat-

tainable goal, the writer has nevertheless urged that every typist strive for it in a *small portion* of his practice, because that seemed to hold forth the only prospect of maintaining progress. In any case, so his reasoning ran, it was better to have aimed high and striven manfully than never to have striven at all—and to fail utterly.

The Facts About Rhythm

After months of study of the tapes and of the motion pictures, he has finally concluded that the facts might as well be faced. The bald truth is that *perfect metronomic rhythm does not exist in typing*, even among experts, beyond groupings of a maximum of nine successive strokes, and usually not beyond three or four successive strokes. Furthermore, as is shown by the accompanying illustration, the students who had aimed continuously for metronomic rhythm were so habituated to slow mental and finger operation that when difficulties were encountered they were extremely slow and wasted a great deal of time in solving each difficulty and in resuming their only approximate metronomic pace. The motion pictures taken at the time these tapes were made show clearly how the poor typist is compelled to grope his way out of such disorganized situations.

Let's look at the tape. Note the striking similarity in the spacing of the same words in lines 1 and 2 and in lines 7 and 8. Hortense S. Stollnitz wrote the copy, consisting of 278 actual words and 297 standard 5-stroke words, three times. Line 1 is the beginning of her first trial; line 2 is the beginning of her second trial (both on a 1935 stock Remington standard typewriter).

Note that lines 3 and 9, typed by the writer on his first trial on his long unused 1916 model Remington standard typewriter, are in general quite like the work done by Miss Stollnitz.

Even lines 4 and 10, typed on his second trial by A. A. Bowle, who is an experienced typist, though not now so engaged, show many points of similarity with the patterns of the experts.

Lines 1 to 4 and 7 to 10 all illustrate the smooth rhythm essential to truly skillful typing. Lines 5 and 11, however, typed by student S, show much less patternism and a

⁶August Dvorak; Nellie L. Merrick; William L. Dally; and Gertrude Catherine Ford; "Typewriting Behavior," American Book Company, 1936 (a complete review of practically everything on the subject).

more metronomic rhythm. Lines 6 and 12, typed by student L, show even less patternism and a still more metronomic rhythm. It is clear that the more metronomic the rhythm, the lower the speed (pace) and the smaller the output. Only by developing the ability to group strokes into rhythmic patterns can the pace be safely increased and greater output assured.

Note that the more metronomic the pace, the slower are all operations, including the carriage returns after "years" and "in" in lines 1-6, and after "their," "had," and "Those" in lines 7-12. The operators were instructed to type the copy line for line.

Note the evident confusion and the inability to reestablish control quickly in the student work in lines 11 and 12, where "co" are transposed in "people" and the "r" is omitted from "through." In line 11, the shock of a break in his metronomic rhythm combined with the lingering tension in the fingers caused student M to lose time through actual hesitation, and he finally inserted an extra "u" in a slow "through" which, in turn, caused him to slow down and hesitate still more.

In line 12, student L foolishly tried to maintain her metronomic rhythmic pace (instead of slowing down) and was forced to stop typing after the word "a" and after the "a" in "that," losing approximately two metronomic beats before striking the "t."

Any expert typist will understand why. The left hand suffered too great a tension as a result of the recognition that the left-hand "r" had been omitted. Hence the recurring tendency to hesitate before or after the left-hand characters "a" and "t" were typed.

These students have yet to learn that they must put aside and forget the memory of all that has gone before, including errors, lest the unwanted tensions destroy nervous and muscular poise and control. These tensions are always greater in the particular finger involved in the difficulty.

The only way to recover this control of mind and hand is to *slow down* the pace, continuing to strike each key correctly (swiftly) and utilizing the lengthened intervals between strokes to recover. This, of course, destroys the metronomic rhythm in use at the moment, and it is harmful to force stu-

dents to strive to maintain the prior metronomic rhythm at such points. Teaching procedure based on this kind of traditional methodology is a guarantee of poor results.

Search now for evidence of metronomic rhythm in lines 1-3 and 7-9, the work of the experts, and even in lines 4 and 10, the work of an experience, capable typist. The varying width of the narrow "i's" and "t's" and of the broad "w's" and "m's" is disconcerting, but allowance can be made for it.

The reader will be able to recognize quite good metronomic rhythm in "when," typed in balanced fashion by both hands in lines 1, 2, and 3, and in some of the "the's." Indeed, more frequently than not, any approach to metronomic rhythm appears to be dependent upon the combination being a balanced-hand series.

The word "had" is quite metronomic, but somewhat slow, in line 7; less metronomic and faster in lines 8 and 9. Naturally, the typist striving to write smoothly can more nearly approach metronomic rhythm when his pace is reduced to the point where difficulties in reaching and stroking disappear. This point is always below his top capacity in fingering facility. If he has never practiced striking the keys faster than six strokes a second, the upper limit of student L, he cannot maintain anything approaching metronomic rhythm at a pace above three or four strokes a second. If his facility extends to ten or twelve strokes a second, he has naturally acquired a superior technique involving shorter reaches and strokes with smaller units of his hand and arm, and can with ease execute combinations in approximate metronomic rhythm that the typist with a cruder technique cannot possibly execute with or without any kind of rhythm at the same speed.

That the experienced typist understands the importance of slowing down and trying to maintain a superior evenness approaching metronomic rhythm when he makes an error or hesitation is shown in line 4 where Bowle misstruck "s" for "w" in "war." His style of operation involves excess motion of the entire left arm and occasional misplacing of his left hand on the lower row as a sort of alternative home position, which probably accounts for striking with the correct finger on

the wrong row. His loss of time may have been due to stopping to "think it over," to recover his equilibrium, or to reestablish his correct home position. When he resumed, however, notice the slowed-down but gradually increasing "a-r-space-b-r" rhythmic pace of the strokes. He recovered quickly and efficiently.

In line 9, the writer muffed the first word, which was typed by the right hand after returning the carriage with that hand, and he instantaneously slowed down to an approximately metronomic "space-t-u-r-n." By that time he had recovered sufficiently to resume his normal pace and motion patterns, so he "sneaked in" the space and was away on the slow left-hand word "gave."

Skillful typing can be acquired only by the student who strives mainly to increase his pace by inventing new and faster motion patterns, yet without loss of accuracy. Practice for metronomic rhythm is the very antithesis of this.

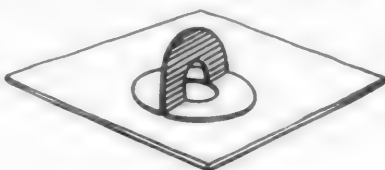
We must restrain our eagerness to compare the performances of these typists further. The reader can profitably compare them without further direction. It is enough to remark that there is evidence of incipient tendencies to patternism in the work of the students, and to remind teachers that *only through the mastery of a wide range of motion patterns can typing skill be acquired*. Furthermore, the degree of typewriting skill depends largely upon the rhythmic qualities of each motion pattern and the ways in which the patterns are combined.

In our next article, using this same illustration of typing tapes, we shall endeavor to define *true* typing rhythm and contrast it with *metronomic* rhythm.

A "Handle" for Blotters

TWO LOOSE leaf patches quickly make a very handy finger grip for a flat blotter. The usual small, flat desk blotter is not an easy thing to pick up quickly. Take two of the common loose-leaf patches, double each one back in half, cloth side to cloth side. Moisten the glue on the sides of the vertical portions and stick them together. You now have a base or foot portion in the form of a perfect circle.

Moisten this and press to one end of the top of the blotter. Very easy for the fingers to



HANDY BLOTTER HOLDER

DEVICE BY FRANK BENTLEY, JR., MISSOURI VALLEY,
IOWA

pick the blotter up, apply it to the ink and lift off! The small handlelike projection will lay over and is not in the way at any time on the blotter. No more of those accidental smudges of ink to annoy you.

Transcription Conference Held

• THROUGH THE INITIATIVE of the Transcription Supervisors Association, of New York City, composed of women supervisors of stenographic and clerical workers in the metropolitan area, teachers of transcription have been brought into a closer contact with actual transcription conditions in large business offices.

The association, through its president, Carolyn E. Slocum, recently invited a number of commercial teachers and supervisors to attend a dinner meeting at the Advertising Club in New York. Talks were given by Jessie H. Sansom, a past president of the association, and Alice Ottun, of Pace Institute, New York City.

Louise Cheney, another past president, conducted a round table, at which the qualifications of applicants for stenographic and clerical positions were discussed. Both supervisors and teachers benefited by this mutual discussion of their problems.

A number of employment managers present stated that they were glad to know that some transcription supervisors were willing to accept beginners and expressed a hope that shorthand teachers would train more young men stenographers.—H. H. S.

Plan to attend the N. C. T. F. Convention in Cleveland, December 28-31.
See page 286.

SHORTHAND METHODS AND MATERIALS

William R. Odell, Ph.D.

Shorthand Reading Procedures, continued—the fourth of a series describing ten teaching methods and materials

THE second purpose that shorthand reading serves is to develop shorthand writing ability. This purpose is recognized and provided for, to a varying degree, in the procedures of the different methods, being carried furthest in the Functional method; it is entirely denied in only one method, the Munkhoff.

In the Munkhoff method, the initial learning in each unit proceeds as follows:

1. The teacher writes the sentence on the board rapidly while the students watch carefully.
2. The teacher writes the sentence on the board a second time.
3. He writes it a third time.
4. The pupils write the sentence in their notebooks as the teacher writes it rapidly again on the blackboard.
5. Step four is repeated a second time.
6. The teacher reads the sentence, tracing over a finished sentence as he reads.
7. The reading activities continue from this point.¹

Thus, no attempt is made in this procedure to develop reading skill before writing activities begin.

At the other extreme is the procedure followed in the Functional method. In this method, no writing at all is done by the student until he has completed Chapter 4 of the Anniversary Edition of the "Gregg Shorthand Manual" or assignment 21 of Volume I of the Leslie text.²

To cover this amount of work ordinarily requires approximately twenty-one 40-minute high school periods.³ The basis for this procedure is as follows, according to Mr. Leslie:

The reading approach does not give the pupil an opportunity to make errors. He sees only outlines perfect both in theory and penmanship. He has no opportunity to get mental images of wrong joinings

or poorly shaped curves. More important still, all during the reading-approach period the pupil's mind is being stocked with clear mental images of the alphabetic characters and the joinings, and when you do ask him to write, he has little trouble in reproducing those images with surprising fidelity.

By delaying the writing until after the student has acquired fluency in reading, the student has had time to stock his mind with crystal-clear images of all the shorthand characters and of all the common joinings. Therefore, when he first takes pen in hand, he is able, immediately, to write a good style of shorthand. Because he never attempts to write any shorthand until he is thoroughly prepared to write good shorthand, he does not form bad habits of writing.⁴

The Beers-Scott procedure is very similar to the one advocated by Leslie. According to Beers-Scott, "students should read from two to four weeks before any writing is done. The introduction of the writing depends upon the teacher and upon the class. Students should read until they have clear-cut mental pictures of the shorthand outlines before undertaking the writing of shorthand."⁵

All the other methods take positions somewhere between these two extremes. In all cases, writing is started considerably earlier than in the Leslie method, and the initial writing follows some reading activities instead of preceding them, as in the Munkhoff method. Only one other discussion of this matter was found, however, in the materials in print concerning the other methods under consideration. It is as follows:

Experimentation clearly shows that the student will more easily learn to write any given shorthand outline if he already has automatized it for reading purposes. In other words, the ability to read any shorthand outline ordinarily will facilitate learning to write it. After an outline has been automatized in reading, however, nothing remains which will facilitate writing it, except actual writing practice. Furthermore, no outline can be considered definitely learned until a student can both read and write it. The author

¹*Ibid.*, pp. 14f and 39f.

²Taken from a description of the Beers-Scott plan for teaching shorthand, supplied by the authors.

¹Katherine Munkhoff, "Direct Writing Method," pp. 3f.

²Louis A. Leslie, "Gregg Shorthand, Functional Method," Teacher's Handbook, p. 90

³Louis A. Leslie, "Gregg Shorthand, Functional Method," p. 16.

believe that a shorthand student should begin learning to write each outline as soon as he has automated reading it.⁸

Mrs. Barnhart, in discussing reading procedures, did say, however, that, according to her plan, writing should "begin as soon as the class can read the sentences of the first lesson at their normal reading rate for printed matter."⁷

This statement was followed in 1930 by a proposal by Mrs. Barnhart to set the expected shorthand-reading rate for each student at two-thirds of his oral print-reading rate.⁹

Brewington-Soutter accept the fact that reading shorthand perfects the writing of it by referring students to an article in "Gregg Speed Building." This article says, in part:

Would you be a rapid writer? Read. Would you master the secret of legibility? Read.

How can reading increase speed in writing?

Write a given task twenty times in succession. At the end of the twentieth time you will write it faster, but you will not write it so well. On the other hand, write the task once and note your speed; then read the notes twenty times and write it once more, again noting your speed.

Although you have not touched pen to paper, yet you will find your speed increased. Why is this? Your critical faculties have improved by the reading; you learn and correct your faults, and in the course of time you will acquire a style which is "self-reading" shorthand.¹⁰

The third purpose to be achieved through reading procedures is that of learning shorthand principles. This is the major purpose underlying the reading plan of the Manual method and of other methods based upon it.

The reading procedures for the Manual and allied methods are in sharp contrast to the reading procedures for the direct methods, simply because of the relative emphasis placed on this purpose.

Direct methods emphasize the first purpose (discussed above) more than the third one, while the Manual method exactly reverses this emphasis. It should be borne in mind, of course, that all methods, whether they are direct or are patterned upon the Manual

method, do, to a degree, achieve this third purpose. The degree varies greatly, however, depending upon the basic purpose of the method in question.

The Manual method begins with the assumption that the primary purpose of shorthand reading is to fix in the mind of the learner a definite rule for the construction of shorthand outlines. For this reason, each new rule is accompanied by a list of outlines written in accordance with it.

The first few readings have for their purpose the noting, in each outline, of the application of the new rule. In this first stage, the word for each outline is printed beside it.

The reading and studying of isolated outlines is followed by a reading lesson consisting of contextual matter written in shorthand. Here, the student encounters new applications of the rule. He must puzzle them out, further developing his mastery of the shorthand principle in question. The student's ability to analyze outlines is increased by his propaedeutic mastery of the shorthand sound alphabet. The sounds are developed before the student is required to use them in his reading. The initial reading of isolated outlines, followed by an analytical reading procedure when new outlines are encountered; the concomitant necessarily slower reading rate; and the early contact with words of relatively low frequency are all appropriate to a reading procedure that emphasizes this third purpose. The difference in purpose is responsible for the sharp contrast that exists between reading procedures advocated for the direct and the Manual methods.

The Zinman-Strelsin-Weitz reading procedure has the same basic purpose as does the Manual method. One variation in the reading procedure, however, is advocated by these authors.

Instead of teaching a series of words (i.e. word list), a sentence containing the new word is used. The pupils can read all the words except that one, and in order to read the sentence they must learn the new word.¹¹

The procedure in this method is as follows:

1. The teacher writes the sentence in shorthand on the board.

¹¹Zinman-Strelsin-Weitz, "Daily Lesson Plans for Teaching Gregg Shorthand by the Sentence Method," p. 3.

⁸Odell-Rowe-Stuart, *Teacher's Manual*, "Direct Practice Units for Beginning Gregg Shorthand," p. 23.

⁹*Ledger Page*, December, 1927.

¹⁰P. S. Barnhart, "The Reading of Shorthand," *American Shorthand Teacher*, October, 1930, pp. 438.

¹¹Gregg Speed Building, pp. 7 and 16.

2. The teacher asks the students to read the sentence. They can read all words except the new one.

3. The teacher explains the shorthand principle involved in the new word.

4. Additional sentences are placed on the board, each of which contains another example of the new principle.¹¹

In this method, the initial step in the reading procedure of the Manual method is omitted. Otherwise, the reading procedures are quite similar.

The Skene-Walsh-Lomax sentence material can be used in the same fashion as that of Zinman-Strelsin-Weitz. The sentences presented in each lesson include a new word that illustrates the principle to be learned.

The Beers-Scott plan for reading aims at this same purpose and accomplishes it in much the same fashion. The reading material is presented in the form of short paragraphs (including the new words) instead of a succession of unrelated sentences, as in the Zinman-Strelsin-Weitz material. The order of presentation of the principles in this text is identical with that of the Gregg Shorthand Manual, Anniversary Edition.

The basic purpose of the reading activities of the Beers-Scott method is described by its authors as follows:

Shorthand forms can be more easily learned when first read in sentences. Later these words are isolated for practice in recognizing and reading the shorthand words without the context. This is followed by again reading these words in the connected material.

In order that the student's reading of new shorthand material may result in satisfaction, the reading material in Fundamental Drills is so constructed that the student reads it with a minimum of difficulty. In order to secure this minimum of difficulty, few new words are introduced at a time, and the subject matter is such that it will aid the student in discovering what the new words are.

The material in Fundamental Drills was prepared so that the student may easily and quickly master the principles of Gregg shorthand.

The prime purpose of the material in Fundamental Drills is to furnish a vehicle for easy mastery of the principles in Gregg shorthand. Therefore, in this learning period less attention is given to the subject matter and more attention given to the selection and organization of this shorthand material. Subject matter may be and should be stressed in advanced shorthand reading material. Such reading should contribute to the student's general knowledge and

personal pleasure, as well as increasing his knowledge of shorthand.¹²

The foregoing statement indicates clearly the contrast between the Brewington-Soutter reading procedure and the one favored by Beers-Scott. The difference in the purpose of the reading activities is responsible for the difference in procedures.

The Leslie method represents still another variation of the Manual method. The reading activities are especially designed to develop ability to apply shorthand principles.

The analysis of new outlines is engaged in throughout this method. In the beginning lessons, new outlines are analyzed in terms of the shorthand sound alphabet. In addition, new outlines are presented in groups according to the shorthand rule which governs their construction. The same order of principles is followed as that which is used in the Gregg Manual, Anniversary Edition. The beginning reading rate in this method accordingly is considerably lower than that of the direct methods in general. Mr. Leslie states "... that reading speeds as low as fifty words a minute should be regarded as satisfactory for the first few chapters. . . ."¹³

The word list reading procedure for the Functional Method in the early lessons is as follows:

1. The students spell two or three new words with the teacher as he writes them on the blackboard in shorthand.

2. The teacher then pronounces the words with the class as he points to the outlines.

3. The teacher then adds other words to those on the blackboard, repeating the procedures in 1 and 2 above.

4. After each new word or group of words is presented, every word on the blackboard should be read again at least once as the teacher points to them in random order.

5. When the entire group of outlines to be learned has been read in this fashion, the class reads the whole group in concert as the teacher points at them in random order. This is continued until the duller students can read the list.¹⁴

¹²Taken from a description, supplied by the authors, of the Beers-Scott plan for teaching shorthand.

¹³Louis A. Leslie, "Gregg Shorthand, Functional Method," *Teacher's Handbook*, page 58.

¹⁴Louis A. Leslie. Adapted from material on pages 51, 52, 57, 58, and 92 of "The Teaching of Gregg Shorthand by the Functional Method," also pp. 42-49 of the *Teacher's Handbook*, "Gregg Shorthand, Functional Method."

¹¹"Daily Lesson Plans for Teaching Gregg Shorthand by the Sentence Method," p. 3.

The reading procedure for later Functional Method lessons is as follows:

It seems necessary to spell for the class and to have the class spell to you the outlines in the drills intended to teach new alphabetic characters, such as the consonants and vowels of the first four chapters and the blends and diphthongs that occur later.

It does not seem necessary to spell for the class or to have the class spell for you outlines in drills for the presentation of principles of abbreviation, such as the reversing principle or the omission of vowels or any other shorthand principle not involving the use of new characters. Neither does it seem necessary to work over the drill so intensively.

Let us take, for example, the presentation of the suffix *ly* given in Paragraph 77. To introduce the list, make the simple statement that *ly* at the end of a word is expressed by a small circle. Put the first word, *fairly*, on the blackboard, reading it aloud as you do so. The next three or four words may be placed on the blackboard, one after the other, the pupils reading them as you write, without waiting for specific instructions.

You will then have on the blackboard, let us say, *fairly, briefly, chiefly, early, only*. Have the pupils read these five words two or three times as you point at random. Then continue the drill with *openly, plainly, rarely, safely, slowly, lately*. The pupils will read these outlines in concert as you write them.

Then have the complete drill reread in concert two or three times as you point at random. Then, as before, test the class by having one of the dull pupils read the words alone, as you point at random.

The drill as just described is basically the same as the first type of drill given for the teaching of the alphabetic characters, with the exception that we cover the material more rapidly and less intensively. The outlines are read as wholes, instead of being spelled by the teacher and the pupils. Four or five words are put on the blackboard at a time before going over the forms again, whereas, in the presentation of the letters of the alphabet, not more than two or three outlines are placed on the blackboard before stopping to review those already written.¹⁸

The home-study reading procedures of the Functional Method also emphasize the learning of shorthand principles. Students are to reread the word lists and connected matter until they can read fairly easily.¹⁹

The January article in this series will conclude the discussion of shorthand reading procedures. In the February and March articles, Dr. Odell will consider the shorthand writing procedures advocated by the various teacher-authors whose methods are described in this series.

¹⁸Louis A. Leslie, "Gregg Shorthand, Functional Method," p. 49 f. ¹⁹*Ibid.*, p. vii.

Oklahoma A. and M. Expands

• DEAN RAYMOND D. THOMAS, of the School of Commerce, Oklahoma Agricultural and Mechanical College, announces the formation of a Department of Commercial Education.

An advisory committee of Oklahoma commercial teachers has been formed and is working out the program in cooperation with the staff of the College. It is expected that some courses embracing both graduate and undergraduate work will be offered during the second semester of this year. A full program of graduate studies leading to the master's degree will be offered during the summer session.

Dr. McKee Fisk has been appointed to direct this important program. Dr. Fisk has had a rich experience as newspaper reporter, public accountant, and teacher of business subjects in high school and college. Since 1926 he has been dean of Santa Ana Junior College, California. Dr. Fisk has his A.B. degree from Oklahoma City University, A.M. degree from the University of Southern California, and Ph.D degree from Yale University.

• AS WE GO TO PRESS the sad news reaches us of the death of the parents of M. E. Studebaker, head of the department of business education, Ball State Teachers College, Muncie, Indiana. His father was seventy-five and his mother seventy-two years old. Mrs. Studebaker died October 29 after a brief illness. On November 10, Mr. Studebaker was instantly killed in an automobile accident near his home in Muncie.

Mrs. Studebaker was born and raised in Delaware County, Indiana, and Mr. Studebaker had lived in that county since he was two years old. For the past fifty-five years he had been a minister, holding pastorates in Indianapolis and Muncie. He had held evangelistic services all over the United States.

The couple had been married for over fifty-four years. They had but one child, M. E. Studebaker, known to all our readers for his outstanding contributions in the field of commercial teacher training and testing. Our heartfelt sympathy goes to him in his bereavement.

N. C. T. F. TO MEET IN CLEVELAND

December 28, 29, 30, 31, at Hotel Cleveland

THE 39th Annual Convention of the National Commercial Teachers Federation will be held in Cleveland, Ohio, December 28, 29, 30, and 31, at Hotel Cleveland. The convention theme is "Enriched Teaching Procedure." Arthur F. Tull, President of the Federation, and his official family have prepared a program of exceptional merit.

Monday, the opening day of the convention, will be devoted to committee meetings, visits to the various exhibits, and an all-day meeting of the National Association of Accredited Commercial Schools. At 9 o'clock that evening, an informal dance and reception to members and friends will be held in the Grand Ball Room of the hotel.

The Federation proper opens Tuesday morning with a general assembly. Dr. Joseph M. M. Gray, Chancellor of the American University, will speak on "What's Not in Nazi Education."

The private schools department and the public schools department will hold their meetings in the afternoon under the direction of T. B. Cain, West Virginia Business College, Clarksburg, and Harold V. Stark, Head, Commercial Department, Eastern High School, Detroit.

Round-table meetings are scheduled in six different fields of discussion to occupy all of

Wednesday morning and afternoon, followed by the annual banquet and dance. The banquet speaker is Thurman (Dusty) Miller, of Wilmington, Ohio, and his topic, "The Richest Teacher."

The last day of the session will be devoted to an address by Newton D. Baker, Secretary of War in President Wilson's cabinet, followed by the business meeting of the association and the election of officers for the ensuing year, the convention closing Thursday noon.

The Orpheus Choir, an organization of international renown, will bring to the delegates a rare treat in Christmas music.

The drive for 2,000 members is nearing its goal under the able leadership of J. Murray Hill, Bowling Green Business University, Bowling Green, Kentucky, to whom the membership fee of \$2 should be sent. This fee not only covers all privileges of the Convention, but also a subscription to *Federation Notes* and a copy of the Federation Year Book. The demand for last year's volume has exceeded the supply. The editorial staff of the Federation is as follows: *Editor*: Eleanor Skimin, Northern High School, Detroit. *Associate Editors*: William R. Foster, Rochester, N. Y.; R. R. Aurner, Madison, Wisconsin.



ARTHUR F. TULL
President



GEORGE A. MCCLELLAN
First Vice President



FLORENE KRANTZ
Second Vice President



JAY W. MILLER
Treasurer



J. MURRAY HILL
Secretary

"To My Graduates"

Edina Campbell-Dover

An editorial in the September B.E.W. recommended that teachers consider graduated students as "students in absentia," to be helped as long as they wish or need guidance and advice.

An excellent way to keep in touch with students in absentia, scattered as they may be, is through the medium of occasional bulletins. Here is a message from a teacher to her former students, who are getting advice from their fellow-workers on all sides—advice that, unfortunately, is often wrong because it is based on personal peevish and prejudices.

The author is principal of the Hickox Secretarial School of Boston.

CHANGING the routine of the office, even in trifling things, requires much tact and sound judgment. Much depends upon the personnel. However grudgingly, we must recognize that there are still people who prefer electric runabouts to gas-driven automobiles and a coal furnace to an oil-burner.

Coming in as a stranger to an office, you have a different angle of vision and can probably notice many changes for improvement that the accustomed eye never sees. At first, it is well to conform to the routine completely, and then very gradually begin to make suggestions to your employer for improvement in the routine.

For example, after you have been working a few weeks, if you notice that the style of letter set-up is a bit baggy kneed, some day prepare a beautifully written letter, with clear type, even margins, paragraphed as artistically as you know how, and well balanced as a picture in a frame. Put it on your employer's desk, with the comment that perhaps he might like that style.

After all, that is your work—to see that the mechanics of the letter are perfect. His job ends when he dictates it, and probably he has never taken the time, and no one else was sufficiently interested, to suggest an up-to-date set-up for his letters.

If your employer prefers the original form, take it in good part, and never argue. He may have good reasons for not wishing to change the existing letter form. Or he may have no reason except a natural lack of progressiveness. In any event, you have done your part effectively and intelligently, and there your responsibility ends. The chances are, however, that he will accept your suggestion if the style is more artistic. It is to his interest and he knows it.

Then you might, after careful consideration, suggest a change in the files, in the office furniture, or improved methods of dealing with callers. Before voicing your idea, however, be sure to analyze it for its weaknesses as well as its advantages, and then deliver it purely as a suggestion, indicative of the initiative of a beginner, and not as the recommendation of an efficiency expert.

Try to retain, as long as possible, the stranger's new and critical viewpoint, though you would not presume, of course, even to suggest changes until you are well established in the office. Then, encase every hint with a double coating of tact.

Quitting Time

Beginners in business sometimes ask, "When should I stop work?"

Under ordinary circumstances, when the office is supposed to be closed. But circumstances seldom are ordinary, so the time to leave the office may vary from day to day, and the work of each day should be evaluated separately.

If the work is finished, or if you know that whatever is left is not pressing and that you will have plenty of time for it early in the morning, there would be no point in remaining after hours. On the other hand, if important letters are to be sent out, the time to stop is when they are mailed, regardless of the clock.

No two offices are run exactly alike, and the private secretary who is on the upward grade will be on the alert at all times for

extra things to do and extra responsibilities to assume, thereby relieving her employer of detail and eventually padding her own pay envelope.

If you do not know the various office machines, for example, it would be well to stay after hours some night and learn them. You never can tell when the calculator operator may be out for a day. Employers are grateful to those who can help in emergencies.

Education Goes On in Business

Let us junk the idea that schooling ceases when we cross the school threshold for the last time. Every day in the office is a school day, and the job in which you will ultimately find yourself may bear little resemblance to the routine learned at school. No matter—that routine is valuable as a stepping stone, to be discarded when its usefulness is over.

Sometimes you may wish to carry home a chart or program to be worked out in the quiet of your own room—and that is well. I am, however, thinking of a girl who said that after the first six months in her job she never again made an evening engagement, for she could not be sure that she could keep it, so great was the demand upon her time after hours at the office.

Such procedure might be pardonable if one made enough money to become financially independent in a few years, but very few secretaries do. There are still abroad those who believe that enthusiasm for the work, regardless of material reward, is sufficient incentive, because virtue is its own reward. To which I answer in the inelegant, but colorful, idiom of the day—Applesauce!

But let us remember that the cases of imposition in work are rare. Indeed, as I enter many offices and see the undignified and often unworkmanlike manner of the average employee, and the banter back and forth, I think that the whole program is off balance the other way, and that most employers are not only patient but long-suffering.

What challenges us is not that the worker is too conscientious but far too slipshod, believing, as too many of them do, that once the job is obtained all extra effort may stop, for somehow the whole program will now function automatically.

BRIEF-FORM JINGLES

Irene Wakeham

• IN PREPARING humorous jingles for dictation to my delighted shorthand pupils, I found that brief forms offer a problem, but with those on page 37 of the Manual, paragraph 69, I worked out the following combinations. The brief forms are italicized to show their frequency.

I want my girl to believe
What I have told her, and receive
My orders during every day.
My general purpose on a date
Is possibly to have her state
What orders she will not obey.

I've told the fates
In several states
About the general situation;
Of course they all
Think me too small;
I see I'll have to tell the nation.

I told her I was on a call,
But she possibly did not believe me.
When I wanted to call
She had gone to a ball;
Her maid stated she would not receive me.

The general belief in this state
Is that doctors who enter your gate
And give orders to all
Within possible call
Should be paid at the minimum rate.

One or two words used that are not yet in the writer's vocabulary, such as "who," can be introduced separately.

Out of personal curiosity as to the resources of analogical word-endings, I inspected one of the groups in Unit 32, with the following result:

A hero's relations domestic
Are seldom so grandly majestic
As those who adore him suppose;
For a temper elastic
Can do things fantastic
When the heroine steps on his toes.

SEE PAGE 266

Teacher, student, office employee—
all are eligible to compete in this
contest

TRANSCRIPTION—When and How

Margaret E. Duncan, M.A.

Pittsburgh, Pennsylvania

WHEN shall transcription be taught? Existing administrative practices do much to eliminate this decision from the teacher's jurisdiction.

In a high school where transcription is taught in the third or fourth semester of shorthand, the work follows, usually, two or three semesters of shorthand theory and about the same amount of typing instruction. The student has had about six semesters of English when he begins transcription.

In a set-up of this kind, the transcription course is necessarily an advanced one. One popular text, written for classes of this kind, emphasizes lack of knowledge of English as the chief reason for transcription difficulty but also recommends a shorthand-theory review and a review of letter forms.

In the first and second parts of the book, letters appear both in type and in shorthand plates, to give the student opportunity to study and compare them. Words to which special spelling and shorthand attention is to be given are printed in italics. During the study of this part of the book, the teacher discusses English grammar.

Letters are given in shorthand only, in Part III. In transcribing, the pupil applies the knowledge of spelling, capitalization, and punctuation he acquired in Parts I and II.

In Part IV, printed matter to be written in shorthand provides a check-up on shorthand knowledge.

Lomax and Walsh must have approximately the same curriculum set-up in mind, as their plan for teaching transcription includes practice in setting letters up on the typewriter from unarranged copy; practice in setting up on the typewriter letters from perfect shorthand plates; and practice in typewriter transcription of dictated letters.¹

How shall transcription be taught? It is

¹Paul S. Lomax and John V. Walsh, "Problems of Teaching Shorthand," pp. 200-219, New York. Prentice-Hall, Inc. (1930).

possible to develop typing skill, shorthand skill, and transcription skill at the same time. This means that typed transcription parallels the shorthand and typewriting work and necessitates the close correlation of the two skills under one teacher or constant cooperation of the typing teacher with the shorthand teacher.

Those who have had an opportunity to develop transcription simultaneously with shorthand and typing boast that there is no discouraging problem to combat. What is the reason for this contention? When the elementary skills are being developed slowly and accurately, it should be possible to develop transcription skill in the same manner. As greater facility and speed become apparent in writing characters and manipulating the machine, is it not sensible to suppose that transcription facility will also naturally increase?

The possibility of developing all three processes at the same time without deterring the progress of any is, of course, qualified necessarily by the fact that all the key reaches on the typewriter must first have been learned and practiced, and that some degree of shorthand-writing ability must have been attained before transcription is taught.

In teaching Gregg shorthand a propitious time for a thorough review is after the completion of Chapter IV. By this time, in most typing classes, the reaches have become automatized. Accuracy has been emphasized in the machine skill, and accuracy of length of stroke plus freedom of stroke has been constantly required in the writing skill. Sounding and reading, oral and silent, of every character written has been insisted upon. Sentences and short paragraphs have been read and sentences, at least, have been typed. End-of-sentence punctuation has surely been included. What more favorable situation could be found in which to begin the development of transcription?

During the review of each of the early units of the shorthand manual and during additional practice on keyboard reaches, transcription, in following the shorthand development, necessarily begins with simple elementary sentences and progresses to the more difficult as it keeps pace with the later development of rules and vocabulary. These early attempts should be made from perfect shorthand plates until the student becomes better acquainted with the elements involved in the transfer of characters into typed sentences.

The sentences should be short and should require only end-of-sentence punctuation. In other words, the situation should be made as easy as possible, even taking the pupil's attention from the mechanics of typing by eliminating the decision on when to throw the carriage. The margins should be set so that each sentence shall not be more than a single line in length.

Each sentence should be read, orally at first, the difficult characters analyzed, some words even spelled out, before the actual transcribing begins. For the first few sentences, spelling aloud by the teacher or the students, in the same manner as the calling of strokes in the beginning stages of typing, does not go amiss; first, because it shows the student what he must do as he looks at the symbol, and, secondly, because it helps to keep the strokes rhythmic and free from faltering and jerkiness.

The machine must be kept moving steadily and evenly, and transcription stroking should not be allowed to drop below the stroking from printed copy. In this way, when all three skills are in their early formative period, transcription, through careful reading and discussion of characters, capitalization, punctuation, spelling, etc., need not necessarily reduce the accuracy and speed of oral or silent reading, nor need it influence typing accuracy and present rate.

As the student becomes more accustomed to this third new process, the material becomes increasingly longer and more complex, and the pupil becomes more able to perform on his own responsibility. Oral or silent reading before transcribing should be continued until this habit is fixed. The stu-

dent's own notes are substituted for perfect notes, although plates should be used in each new unit.

As the student's typing knowledge advances—short sentence to longer sentence, then the paragraph, the short letter, and finally the regular letter forms—in the same manner, his transcription material should increase in difficulty and in variety.

In other words, transcription ability develops gradually with typing ability and shorthand ability, and none of the three skills or processes hampers or deters progress in the others. The usual transcription difficulties and discouragements simply never exist.

A Message from the E.C.T.A.

• WE MAY POINT with pardonable pride to objective evidences of the notable advances made in educational thought and practice during the past fifty years. Administrators, supervisors, educational laboratories, and the teachers themselves have contributed to bring about highly improved conditions in every sphere of educational activity. The progress they made and the achievements they attained did not, however, set up permanent goals of accomplishment, for new eras offer new problems for solution.

As the direct agent of contact with these ever-changing problems, the teacher must be prepared to adapt his teaching technique to every contingency. His need for assistance in this connection is always an urgent one.

To this kind of service, the Eastern Commercial Teachers' Association has long dedicated its efforts. Once again, at its next annual convention to be held at the Statler Hotel, in Boston, March 24-27, 1937, it will bring together leaders in business and leaders in business education to discuss a theme of timely import: "Foundations of Vocational Testing in Business Education."

The educational program comprises two general meetings and two sectional meetings. At the general meetings prominent speakers will present their views on the salient aspects of the theme. At the first of the sectional meetings the pragmatic implications of these views will be clearly set forth.

The second of these sectional meetings will

be an informal one, in which questions pertaining to materials of instruction or any phase of classroom procedure will be answered. This "Question Box Session," whose popularity has always been an outstanding feature, offers you the opportunity of receiving valuable help and inspiration.

Avail yourself of this opportunity. Prepare your questions and send them in typed form to the President of the Association, Nathaniel Altholz, Director of Commercial Education, 500 Park Avenue, New York, New York. To receive proper attention, questions should reach him not later than March 10.

POETRY AND BUSINESS

Dr. Leon Mones, Editor

THE great Thomas Huxley once complained that nowhere in nature could he find any logical reason to account for the existence of human sympathy.

As great a mystery is the existence of human freedom. Prophets dreamed of it. Poets sang of it. Heroes died for it. Patriots fought for it. Nations lived for it and achieved it.

In lands of dark tyranny, freedom is the most precious hope.

On free shores, freedom often seems so commonplace as to be left uncherished. Sometimes, even, peoples seem willing to sacrifice freedom to systems of security, and create freedomless patterns of national government.

A friend once asked Robert Browning why he was a liberal with a firm belief in the value of human freedom.

In a little-known sonnet, Browning answers. The poet explains that all he aspires to be and do must originate in a free body helping a free soul. Furthermore, he declares firmly that if he himself can achieve freedom, he dare not, as a man, question his brother's right to freedom. The fetters that fall from him must fall from others, too. He cannot be free if his fellow shall continue bound.

This sonnet is worth putting in your scrapbook.

*"Why?" Because all I haply can and do,
All that I am now, all I hope to be—
Whence comes it save from fortune setting free
Body and soul the purpose to pursue,
God traced for both? If fetters not a few,
Of prejudice, convention, fall from me,
These shall I bid men—each in his degree
Also God-guided—bear, and gayly, too?*

*But little do or can the best of us.
That little is achieved through Liberty.
Who, then, dares hold, emancipated thus,
His fellow shall continue bound? Not I,
Who live, love, labor freely, nor discuss
A brother's right to freedom. That is "Why."*

—ROBERT BROWNING.

SEVEN SOCIAL SINS

1. Politics without principles. 2. Wealth without work. 3. Pleasure without conscience. 4. Knowledge without character. 5. Commerce without morality. 6. Science without humanity. 7. Worship without sacrifice.

—CANDOR DONALDSON

Salus Populi Suprema Lex

"That regards be had for the public welfare is the highest law"

Cuddie E. Davidson

PRECEDENT! The lawyer breathes the word, as in supplication to the holy of holies—a thing set apart, to be left untouched, undisturbed. To others, ever seeking the new and different in the name of progress, it is a meaningless catchword to be scorned with righteous vigor, something to be ignored or pushed aside in the forward march.

Between these opposing extremes stands Mr. Business Man. With talent and money invested, he seeks only to preserve their fruits by steering a conservative, rational middle course. To him, precedent is a safety valve, to be tampered with only with extreme caution. Change must come, yes, and the old order give way to the new, certainly, but only in case of necessity well established, says the business man.

In a somewhat bewildering, dizzy state, caused by and characteristic of our American speed, we live in days of rapid change and consequent radical adjustments. Almost over night, new laws are passed, creating powerful bureaus and commissions, with regulation of individual rights as their objectives. But these new laws may be measured sanely and accurately by the yardstick of the maxim here considered.

From its inception, the Constitution, our basic law, has been held by many as a thing singularly sacred, a bulwark against radical tendencies. These fundamentalists argue that every law passed must be limited by the provisions of this supreme charter, construed strictly according to its terms. They argue that the slightest departure from this view spells anarchy.

On the other hand, there are other conscientious individuals, who, with equal force, contend that the document and the laws passed thereunder are to be construed liberally, that it is intended to be sufficiently flexible to conform to the changes wrought by progress.

Whether a departure from the established order is timely and good depends on its ability to answer these questions in the affirmative: Is the change needed at the present time? Does it meet existing conditions? Will it remedy those conditions by creating better ones? Is civilization ready for it? In fine, does it have regard for the public welfare?

In a very early French case, it was laid down as fundamental that "there is an implied assent on the part of every member of society that his own individual welfare shall, in cases of necessity, yield to that of the community." Not, as it first may seem, the sacrifice of inherent rights of life and liberty, but the acquisition of greater rights of protection for the group, as against the privileges of the individual. Viewed more closely, our maxim may be seen as the very keystone of our civilization arch—the underlying principle of securing a greater right by the abandonment of the lesser.

By resort to courts and by the extra-legal use of his rifle, the early pioneer sought to protect his individual ownership of property against the inroads of railway, telegraph, and telephone; but today the right of eminent domain—the taking of the individual's property on proper and just compensation, for the health, safety, and convenience of the general public—is so well established as to be seldom questioned. Taxes—who will complain of their burden, if the revenue thus derived is honestly and effectively used to stimulate earnings and to increase the income with which to pay them? Punishment—who finds fault with its severity, if it deters the criminal and makes for the safety of life and property of society?

So, slowly but surely the axiom, "Self-preservation is the first law of nature," tritely and flippantly repeated, gives way to the more favored maxim that the highest law is the one intended for the most good of the

greatest number. Countless American citations are available to support the English court, which, among other things, expressed the opinion that "the rights of the public and the convenience of the individual con-

stantly come into opposition" and while due consideration is given the rights of the individual, nevertheless, "proper protection must also be afforded to the public."

Salus populi suprema lex.

Supplementary Teaching Material

S. Joseph DeBrum

Sequoia High School, Redwood City, California

[EDITOR'S NOTE: Mr. DeBrum's listing of sources of supplementary teaching materials, found useful by many teachers during the past two years, will continue to appear frequently in the BUSINESS EDUCATION WORLD. All materials are free unless otherwise specified. Requests should be addressed directly to the individual sources.]

Consumer Education

AMERICAN HOME ECONOMICS ASSOCIATION, 620 Mills Building, Washington, D. C.

- a. "Consumer Buying: Suggestion for Group Programs." 40 pp. (1936) 25 cents.
- b. Consumer Purchasing Leaflets. No. 1, "When You Buy Sheets." No. 2, "When You Buy Blankets." No. 3, "When You Buy a Refrigerator." No. 4, "When You Buy Hosiery." No. 5, "When You Buy Kitchen Cutlery." Single copies 2 cents each.
- c. "Selected List of Articles in the *Journal of Home Economics* Dealing with Consumer Buying and Standardization of Consumers' Goods." Single copies free.
- d. "Sheeting Specifications." 5 cents.
- e. "A Study on Labeling of Certain Canned Foods." 25 cents.
- f. "Canned Foods: An Outline for Study Groups." (1936) 10 cents.

BUREAU OF HOME ECONOMICS, United States Department of Agriculture, Washington, D. C. In requesting the following free materials, please give both series number and title, and list in numerical order.

- 1449F. Selection of Cotton Fabrics. 22 pp.
- 1474F. Stain Removal from Fabrics; Home Methods. 30 pp.
- 1553F. Planning and Recording Family Expenditures. 22 pp.
- 103L. Quality Guides in Buying Sheets and Pillowcases. 8 pp.
- 105L. Quality Guides in Buying Ready-Made Dresses. 8 pp.

111L. Quality Guides in Buying Household Blankets. 8 pp.

117L. Quality Guides in Buying Women's Cloth Coats. 8 pp.

193MP. Present Guides for Household Buying. 32 pp.

Ask also for list of printed publications.

THE BUREAU OF INVESTIGATION, AMERICAN MEDICAL ASSOCIATION, 535 North Dearborn Street, Chicago.

This bureau has prepared twenty-eight educational posters dealing with various specific forms of nostrum exploitation and quackery. These are uniform in size (22 by 28 inches) and are printed on non-glossy paper. The prices are, postpaid, as follows: 1 poster, 30 cents; 2 or more, 20 cents each; complete set of 28, \$5.

A catalog reproducing these posters in miniature will be sent free on request. Criticism: Some of these posters are rather old; nevertheless, they will serve well to illustrate some present-day practices.

Ask also for other pamphlets issued free by this bureau upon request. For free materials only, please enclose a stamped, self-addressed envelope.)

The Bureau has available a set of lantern slides (standard size, $3\frac{1}{4}$ " by 4") suitable for consumer-education classes. It is suggested that, for effective use, these slides should be shown to classes by a lecturer with a medical background. Therefore, if these are desired, requests should be presented by a member of the local medical society.

The rental charge for the entire set is \$1 a day and return transportation charges must be paid by the renter.

COUNCIL ON DENTAL THERAPEUTICS, AMERICAN DENTAL ASSOCIATION, 212 East Superior Street, Chicago.

Ask for reprints from the *Journal of the American Dental Association* dealing with various dental remedies. Also ask for set of mimeographed bulletins, among which are "Dentifrices," "The Truth About Dentifrices," and "Bleeding Gums (The Pink Tooth Brush)."

Case Studies in Business English

E. Lillian Hutchinson

A final clearing up of a discussion on "Comma or no Comma?" that began in the September issue. The errors indicated are taken from letters written by students in the Frailey contests

WE confess that we feel a bit apologetic for the space we are devoting to one topic, the punctuating of essential and non-essential sentence elements. To be perfectly candid, we did not expect, when we began this study, that so much space would be required. But the number of cases of incorrect punctuation of these clauses and phrases in the students' letters that we examined showed clearly that the matter is pretty hazy to them, and so we have tried to be thorough. There's nothing quite so exasperating as finding that a discussion of the topic that you need help on lacks just the one detail that you want. To avoid disappointing some teachers, we have, therefore, gone over the ground quite thoroughly.

The teacher who has led her students inch by inch along this Essential—Non-Essential Pathway that we have been trudging the past two months will—we have every reason to believe—have the joy of suddenly finding that her students are experiencing no difficulty in correctly punctuating sentences containing essential and non-essential *phrases*. Indeed, instead of using the "salt-cellar" method of sprinkling commas, the students are actually basing their comma-insertions on grammatical structure—and of course this is the only correct basis for any punctuation.

The rules for punctuating essential and non-essential clauses that we discussed and referred to so often in the October and November installments apply also to essential and non-essential phrases, whether they be participial, infinitive, or prepositional. We suggest that you review the discussion of clauses before reading further (pages 98, 209), and apply the tests given to the sentences to follow.

We shall dispose of the easiest group

of phrases first—participial and infinitive phrases, both present and past, that appear at the beginning of a sentence, before the main clause. Like a preceding adverbial clause, a preceding phrase, whether essential or non-essential, should always be followed by a comma. Here are some cases in which students overlooked this rule. (Asterisks appear where commas should have been used.)

Hearing of the affair * we immediately submitted the case to the insurance companies.

Knowing these men as we do * we do not doubt their honor.

Having studied the situation * there is no reason for complaint.

To be justified in discharging him * we must have more proof of his inefficiency.

To have been of any value * the suggestion should have been received last month.

To be a winner * you simply have to boost your husband on to better sales.

Students must be taught, however, to distinguish an opening essential or non-essential phrase, either participial or infinitive, from a noun participial or infinitive phrase that is the subject of a sentence. The usual rule for all types of sentences is, of course, that a comma should not separate subject and predicate. In the following sentences students inserted such commas erroneously:

To have this turkey delivered to your door, would delight any housewife.

Hearing your neighbors' comments, will not be enough.

Having earned your way through college, is sufficient recommendation.

Merely to have seen the stove, should prove its superiority.

There are cases, of course, when a very long participial or infinitive subject phrase properly takes a comma, for clarity's sake, as, "To strive each day to make your sales larger than yesterday's and to see them gradually

increasing, heartens any salesman." But, as students should be encouraged to write short, rather than long, stringy sentences, this exceptional comma use should be required fairly infrequently.

Opening Prepositional Phrases

A prepositional phrase at the beginning of a sentence should be followed by a comma only if it is long and the words are likely to link with the words in the main clause. Students overlooked the possibility of possible misreadings in these sentences:

Of all the equipment a housewife needs • a good stove comes first.

For some reason I do not know • your daughter was not chosen.

For those attending school • hours are from four to six each day.

Usually no comma is needed after short opening prepositional phrases, as in, "Under the circumstances this would be best," "In the past year our income increased." No great damage is done, however, if the commas are inserted—they cannot possibly cause a misconstruing of the sense. In a few cases they are necessary for clearness, as in, "In the list below, the figures for sales are encouraging."

Phrases Within the Sentence

When a phrase appears within or at the close of a sentence, however, the punctuation is determined just as with clauses—essential phrases do not require commas, non-essential ones do.

Here are some essential phrases that students have incorrectly set off by commas:

Your letter, asking help for your son, causes me grave concern.

We have received your letter, containing your check.

He lacks the determination, to apply himself sufficiently to his assignments.

That would have been a problem, to have tested anyone.

When you see this beautiful stove you will admire it, for its beauty.

We will refund the whole cost, of this stove, if you are not satisfied.

On the other hand, there were more errors in omitting commas that should have been placed around descriptive phrases; for example:

I am well acquainted with Mr. Case • having met him several times.

This stove is easy to clean • relieving you of much drudgery.

We are sending you our catalogue • to be used in checking your orders.

Well, we think we've said quite enough on this topic. Next month, just to show you that we're not over comma-conscious, we'll turn our attention to another topic quite different—the apostrophe. You'll chuckle at some of the "boners" we've found.

A Christmas School

• AN INNOVATION in business education is a Christmas School, conducted by the School of Commerce of the University of Denver in cooperation with the retail merchants of Denver. The school is expected to train over a thousand young men and women for sales positions during the holiday season, Thanksgiving to Christmas. The Department of Retailing of the School of Commerce has charge of the sales training. In addition to the regular faculty of the School of Commerce, store executives and expert sales people assist in the class instruction.

Eleanor L. O'Brien, a well-known retailing executive in the West, has become a member of the faculty of the School of Commerce. Miss O'Brien will devote her entire time to the development of a Department of Retailing and Merchandising.

New Dictionary

• AFTER TEN YEARS of preparation, University of Chicago scholars have announced the publication of the first section of the monumental Dictionary of American English. Twenty to twenty-five more sections will follow within five years.

The dictionary is not a glossary of slang, but a record of words invented by Americans and of American usages that have become a natural part of the written language.

It is heart-lifting to learn that the much-reviled "ain't" is not native American; it was used in England in 1778, and appeared in this country a year later.

More than a thousand subscriptions to the dictionary, at \$50 each, had been received by July 15.

TYPING MASTERY DRILLS

A Continuing Series

Harold J. Jones

LETTER Q

DRILL 1—qa qb qc qd qe qf qg qh qi qj qk ql qm qn
qo qp qq qr qs qt qu qv qw qx qy qz

DRILL 2—qa qb qc qd qe qf qg qh qi qj qk ql qm qn
qo qp qq qr qs qt quotation qv qw qx qy qz

DRILL 3—quad around quack, quilt back quibble, quiet
cite quickly, quince down quid, quake end queue, qualm
far quaff, quarry going quaggy, quart hurry quahog,
quartz inch quit, quick jump jonquil, quire kill
quirksome, queen leap quell, quay move quam, quietude
none quinsy, quest over quote, quill peach quip, quinine
quadroon quinquina, question room querist, queenly still
quester, quinoline till quittance, quirk utter quirt,
quiz vouch quiver, quote went quowarranto, quintette
xebac quixtu, quantity yearn quay, quintain zoo
quizzical

DRILL 4—qualify abaft quagga abele quoit abjure quarto
abrade quasi abrupt queasy absorb quietus absurd
quorum abuser quoin accede quoth acetify

LETTER R

DRILL 1—ra rb rc rd re rf rg rh ri rj rk rl rm rn
ro rp rq rr rs rt ru rv rw rx ry rz

DRILL 2—rap rb rc rd ream rf rg rhetoric rib rj rk
rl rm rn robe rp rq rr rs rt rut rv rw rx rye rz

DRILL 3—roll asset rather, rat book rabble, rob cash
rock, roar debit rode, right equip realm, review form
reform, retire gender regulate, resign hit rhubarb,
rely if risk, ran jug rajah, reef kiss reek, recoil
loose relocate, reach money remote, radish nun ranger,
range only rogue, race price rapture, reel quill re-
quire, rude/raft rural, radio sheet rash, rose tired
rotten, row using rub, royal voice rover, rove west
rowing, reborn xebac rex, rung yearn ryot, room
zoo razor

DRILL 4—fabric tabby 4 eaglet rabid facade taboo
easel 4 rocker facile tableau abonize racquet 4 fair-
way radiant ecarte taffeta fakir raffle feudal

[To be continued]

SHORTHAND TEACHERS

Have you written for your O. G. A. Contest Blank? Send a stamped self-addressed envelope to the Art and Credentials Department of The Gregg Writer, 270 Madison Avenue, New York, N. Y.

New-Type Testing in Business Law

Harvey A. Andruss

• A true-false correction test prepared by Mr. Andruss appeared in the September issue of the B. E. W. (page 64), and a case problem-point test was presented in October (page 126). In November, he discussed the case-problem method of teaching business law (page 204).

Mr. Andruss is director of the department of commerce, State Teachers College, Bloomsburg, Pennsylvania.

BECAUSE of the exact nature of law, its subject matter is of the kind that can be evaluated by means of new-type, short-answer or objective tests. Work books, test books, and other material supplementing textbooks contain true-false, matching, multiple-choice, and completion statements. The recognition and recall of the knowledge of legal principles is measured effectively by means of new-type tests. However, the case situation provides the only practical method by which the student's ability to apply knowledge can be determined.

Before outlining the development of the case problem and the case problem-point test, a refinement of the widely used true-false test is worthy of our attention.

Guessing is present in all objective tests in varying degrees. It has become so apparent to the users of the two-response tests that the "right-minus-wrong answer" formula has been strongly urged as the proper way to penalize the chance-taker. This device does not prevent guessing.

True-false testers are divided into several camps: one group continues to credit students with the number of correct responses; another group subtracts the wrong responses from the right responses to arrive at the score; and still another group insists that either method will produce the same relative class ranking. There seems to be no way to settle this question definitely, because different research studies are not in substantial agreement in their findings.

Rewards have always been more favorably regarded by psychologists than penalties as the motivating force of the learning process. The "right-minus-wrong" formula is a penalty of two points deducted for each incorrect response regardless of whether it occurred from guessing or not. To assume that all incorrect responses are the result of guessing and that all correct responses are the result of learning is an assumption based on half-truths. This penalty formula is too much like saying a crime is only to be condemned if the criminal is caught. To get caught guessing is a crime penalized by means of the right-minus-wrong deduction.

To avoid this controversy, which seems to have made all teachers less enthusiastic about the use of objective tests of the two-responses type, the writer began to experiment with the true-false correction test three years ago.

The True-False Correction Test

Guessing is not so important a factor in making a high test score if the student is expected to correct every item he labels as false. As the name indicates, more than one operation is necessary to complete this newer type objective test.

After the truth or falsity of each statement is indicated in the same manner as in the true-false test, the correction of the false items may require two more operations: the location of the word making the statement false, and the correction of the statement by inserting a new word in the place of the error word. If two extra points are given for the correction step of the false items, a premium or reward is offered for partial or complete learning that is not possessed by the guesser.

One may sense that something is false about a statement and mark it so. Or, knowing that a statement is false, one may not be able to locate the one false word. Even after the word is located another word may not be recalled that can be inserted in the statement to give it correct or true meaning.

DIRECTIONS (covering first operation): Circle the T or F before each statement to indicate that you consider the statement to be true or false. Study the sample before writing. After circling all the responses, follow carefully the directions given at the end of this test.

Sample: (T) F Harrisburg is the capital of Pennsylvania.....()

T (F) Syracuse is the capital of New York.....()

DIRECTIONS (covering second and third operations): Consider the items circled (F). In these statements underline the ONE word that makes the statement untrue. Then insert ONE word in the () at the end of each statement to replace the word underlined so as to give the statement a true meaning. Do not consider the items circled (T).

Sample: T (F) Syracuse is the capital of New York(Albany)

Instead of penalizing all mistakes as if they were the result of pure chance, luck, and guessing, an opportunity is offered to the student to make one point by locating, or two points by locating and correcting, the one error word present in all false statements. (To introduce more than one error word destroys the objectivity of the test.) The guesser or incomplete learner may be able to do the first operation successfully, but the second operation is more difficult, and the third operation is impossible.

The form of the true-false correction test, the directions, and method of scoring are illustrated at the top of the page.

The body of a fifty-statement test would contain the following.

	Points
25 items to be circled (T) or true ...	25
25 items to be circled (F) or false, error word underlined, and correct word inserted in the () at the end of each statement	75
Total	100

The false-correction items may be scored as one, two, or three, points, depending on the number of operations correctly completed. This method of scoring is important for diagnostic and remedial purposes.

If a test contains false items and they are marked false, is there any means of determining why the student thought them to be false?

Another form of the true-false correction test is possible if the most important word is already underlined in all statements. All the student needs to do is to determine the truth or falsity and insert the correct word in the parenthesis at the end of the line. If one word in each true statement and false

statement is already underlined, the false-correction items are scored as worth 2 points for the two operations: circling the T or F, and inserting the correct word. Thus a fifty-item test containing the same material as the previous illustration would have a total score of 75 points.

When shall the two-step operation be used in the true-false correction test? When shall three steps be required? The nature of the subject matter will determine the answer to this question. To accustom the student to this newer type test, the two-step operation may be used in measuring progress in the early part of the course.

The true-false correction test may be used to evaluate the recognition and recall of the knowledge of legal names and principles. For this purpose, it seems to have the following advantages over other new-type tests:

(a) Discovers guessing; (b) places mastery at a premium; (c) saves reading time, since one set of statements is the basis for more than one operation; (d) permits the same type of reasoning, recall, or recognition found in the two-response, multiple-response, and completion statements; and (e) provides an accurate measurement for achievement and diagnostic purposes.

Further discussions by Mr. Andruss of teaching methods in business law, with examples of various kinds of tests, will appear soon in the BUSINESS EDUCATION WORLD.



Your Student Clubs

Robert H. Scott

THE business next in order after the adoption of the constitution and by-laws (procedure described on page 214 of the November B.E.W.) is the election of the permanent officers of the club. The election is conducted according to the newly adopted constitution and by-laws.

If the by-laws do not prescribe the method of nomination, the chair asks, "How shall the officers be nominated?" One of the members may move that the chair appoint a committee to nominate officers. This motion being adopted, the chair appoints the committee.

It is not necessary for this committee to act between meetings, as in the case of the committee on constitution and by-laws. The committee may retire from the room to make up the ticket. While it is out, other matters may be taken up or the club may take a recess.

Should the committee return while business is pending, the committee chairman waits until it has been disposed of before making his report.

Usually it is obvious that certain interested persons should be the first officers, and only one ticket of officers may be presented to the meeting. Very likely, the temporary chairman is proposed as the permanent chairman or president, as the case may be. It is best to ask the persons who are named by the committee for office whether they will accept. The embarrassment of having to decide immediately upon another candidate is thus avoided. This procedure is not always obligatory, however.

After the chairman of the nominations committee reads the ticket that has been drawn up, the chair announces, "You have heard the report of the committee. Are there any other nominations?"

Nominations do not require a second. If no one proposes another name, a motion may be made to instruct the secretary to cast a unanimous ballot.

If the chairman of the nominations committee reports two tickets, the chair follows the same procedure. In either case, nomina-

tions may be made from the floor by any member. When no further nominations are made, the chair announces that the nominations are closed.

A motion may be made from the floor to close the nominations, but not until a reasonable length of time has elapsed. Such a motion requires a two-thirds vote, it may be amended as to time, and it is not debatable.

Usually the by-laws require that voting for officers should be by ballot. This is based on the theory that it is the right of members not to divulge for whom they are voting. In order to take a ballot, the chair appoints tellers, persons who will take charge of the mechanics of voting by ballot.

They distribute the blanks on which members write the names of the officers and of the persons for whom they are voting. Large or well-established clubs often have printed or mimeographed ballots, which the members check. The tellers collect the ballots, count them, and the first teller appointed reads the result, but does not announce the names of those elected. This announcement is reserved for the chair.

The candidates who receive a majority vote are announced by the chair as elected. Immediately the new officers assume office.

The president of the club then takes up the business next in order. He usually appoints the standing committees (those appointed for a definite time, such as membership, program, finance or budget, and publicity), but they may be elected. If he wishes, he may postpone this announcement until the next meeting, but it is advisable to name the standing committees so that they may start functioning. The president may name the chairman or the committee may select its own chairman. Provision for the forming of committees is usually made in the constitution or by-laws.

The time and place of meeting (if not prescribed in the by-laws) and the responsibility for the program at the first regular meeting are settled after the committees have been

A Christmas Gift



WHAT could be a more fitting Christmas gift to a friend engaged in commercial education than a subscription to the **BUSINESS EDUCATION WORLD** accompanied by an attractive Christmas card with your name and the name of your friend inscribed by an expert penman?

Few gifts have the intrinsic value and permanence of a professional magazine. The **B.E.W.** will help your friend to achieve professional success. Send us your gift orders now. Cards will be mailed to arrive the day before Christmas. Use the coupon below.

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named. If, by any chance, the work of organizing the club has not been completed at this meeting, it may be necessary to have another adjourned meeting. In a permanent organization, each regular meeting is complete and constitutes a session. In the case of organizing the club, however, it may be advisable to consider the meetings as continuous until a piece of work is finished.

Upon completion of the business or upon provision for an adjourned meeting, a motion to adjourn is in order.

After a club is properly organized, its regular meetings are conducted as follows.

When the time for opening the meeting arrives, the president take his place, calls the meeting to order, and asks the secretary to read the minutes of the last meeting. The detailed procedure has already been outlined.

The club by-laws should give the order of business for its meetings. The following order is typical:

- (1) Call to order
- (2) Opening exercises
- (3) Roll call
- (4) Reading and approving the minutes
- (5) Reports of standing and special committees
- (6) Unfinished business
- (7) New business
- (8) Program of the day
- (9) Adjournment
- (10) Recreation, refreshments, games, etc.

The tone of the meeting must always be considered by the chair. If it is one in which the members are in accord, more latitude may be permitted. With intelligent and serious groups, it is hardly necessary to conduct the meeting as if reading from a ritual. On the other hand, if there are distinct parties or groups that are divided in opinion, the chair must adhere closely to parliamentary procedure. In other words, parliamentary law may be unobtrusive and unnoticed, or it may be the powerful force that makes action possible in an organization in which there is much controversy.

It is best to use formal procedure only at business meetings or to open the meeting and get it well under way. With most high school clubs, probably the best results will be obtained by permitting informality most of the time, especially when programs are arranged for recreation or some such activity.

Problems in Duplication

J. Wesley Knorr and Bernice C. Turner

The third article of a series designed to help teachers attain better results in training pupils to use duplicating equipment

ARE you satisfied with the appearance of your duplicated copies? Are they well balanced, attractive, and easy to read? A good copy doesn't just happen—it is the result of careful planning.

"Layout" is an important phase of the work of the printer or the professional sign painter. Although "layout" has a different application in duplicating, it serves a valuable function in producing attractive copies.

When given material to be duplicated, the typist should study it carefully and visualize how it is to look when finished. With this mental picture in mind, the typist should arrange the material in "rough-draft" form on a sheet of paper the same size as the copy desired.

An examination of the draft may show that it is too solid and difficult to follow. The monotony of too much wordage can be broken by spacing, underlining, and varied type arrangement. Circulars and sales letters can be brightened by the occasional use of illustrations. The illustrations may be thumb-nail size, yet emphasize an important thought in the message. The illustration must have a definite tie-up with the thought; otherwise, it will be distracting and of no value in reading the text.

All corrections and notations must be carefully made on this draft, especially if someone else is to type the stencil. Students must be taught to make such a draft, because when work in an office is sent out to professional duplicating concerns they must have more than a vague idea as to what is wanted. If the stencil is cut by the stenographer in the office and the duplicating company only "runs" the copies, it is wise to attach a copy of the work, properly arranged, to the stencil; when no model is furnished, letters come back so near to the letterhead that it is impossible to insert an address.

The typing teacher cannot be satisfied with teaching straight copy, letter writing, and tabulation. Most offices require their typists to set up forms for record keeping, circulars, and sales letters. In the past, much of this work would have been done by a printer, but today duplication is possible at about half the price of printing.

Every effort must be expended in an effort to develop the artistic eye of the typist. Save copies of duplicating that is especially well arranged and have the students study each copy carefully. Select an attractive advertisement from a periodical and cut out the various characters and have the students arrange the advertisement as they think best; then show them how it appeared originally. In some cases, there may be an improvement over the original advertisement.

If the layout is carefully planned, retyping a stencil will not be necessary—it will be right the first time! This is an important factor both in economy of time and materials.

Even though your stencil is perfectly typed and arranged, the quality of the copy is dependent on the machine operator. He must know his job and not be just a "crank turner." Because of the many types of duplicating machines now in use, it is practically impossible to give instructions for operation that will apply in all cases, but here are two sound suggestions.

1. Do not guess as to the uses of the various appliances on your machine.
2. Consult the instruction book prepared by the manufacturer of your particular duplicating machine.

If you have lost your instruction book, ask the company for another. Manufacturers of duplicating machines are anxious to have their machines used intelligently. Leading companies recognize the need for educating

the machine operator and not only supply literature but offer personal assistance by company-trained operators as well. Learn to use *your* machine correctly and completely!

After the copies have been made, it may be necessary to save the stencil for future use. The stencil must be thoroughly cleansed so that none of the ink remains in the cut characters and letters on the stencil, or else the copies run at a later time will not be clear.

The best procedure in thoroughly cleansing the stencil is to remove the stencil from the machine and cover the inked side with absorbent paper. Discarded extra copies may be used for this purpose, or "newsprint" which quickly absorbs the ink. Be sure that

the stencil is not creased or wrinkled in this process.

Later in the day the operator should go back over the stencils saved during the day and complete the cleaning. A soft brush and kerosene or some other cleaning preparation will be necessary for this operation. Give both sides of the stencil a kerosene "bath," allowing the fluid to stand for a moment to dissolve the ink. Blot carefully with absorbent paper until clean and dry. A system of filing should be adopted to make the stencil easy to locate if it is needed again.

Other suggestions for using your duplicating equipment will appear in the B.E.W. soon.

A CAREER IN Life Insurance Representation



MOST of us know at least one individual who somehow has not yet succeeded in winning a fair reward for his or her efforts.

Suggest to such a person the earnest consideration of *life insurance field work* as a permanent career. Recommend a prompt reply to this advertisement.

The Mutual Life Insurance Company of New York places a high value on sincere recommendations if based on personal knowledge of the character of those recommended.

To selected individuals who possess energy, common sense, character, stability and genuine sympathy with others, The Mutual Life offers personal direction and training in life insurance field work, leading to permanent careers in the communities chosen.

The Mutual Life's new 36-page booklet "A Career in Life Insurance Representation" is available to those who wish to consider the subject seriously; also name of nearest Mutual Life manager.

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DAVID F. HOUSTON, President
34 Nassau Street, New York

On The Lookout

Archibald Alan Bowle

Always on the alert for new office equipment and supplies, Mr. Bowle describes for you this month some very practical devices. He will be glad to give you further information on any of them

THE National Business Show, held in the New York Port Authority Building this fall, was replete with equipment of interest to teachers of commercial subjects and to students who contemplate entrance into business. I met a great many teachers and students there.

The demonstrators were well informed in their specialties and were eager to explain the machines, systems, or supplies in their booths and exhibits.

The large corporations—International Business Machines, National Cash Register, Burroughs, Monroe, Royal—were the largest space holders and displayed their wares very effectively. The “electromatic” typewriter has now become the “International.” The Burroughs adding machine demonstrator worked on a high platform with a large mirror arranged so that spectators could watch her fingers fly over the keys. An electrical contrivance illuminated a figure at a time to show what she was adding.

Royal had an uncanny “mystery talker” again—a big football that seemed to talk to persons who stopped to try the portable.

What was new? Accesso desk tray, with cutouts on each side for taking out papers, is now available in legal-cap size. Consolidated Edison Company of New York demonstrated the ideal electrically lighted office, with a lighting engineer to explain the kinds of illumination needed for various purposes.

Many teachers have written me for display boards. Universal Shelving's booth manager assured me that Universal has a full line of wall boards, floor bulletin stands, and many other kinds for the effective display of photographs, school papers, etc.

Markwell had a stapler that staples, pins, and tacks. Fastnrite paper fasteners were exhibited at the show for the first time.

The Gregg Publishing Company showed the original Spiral line, including stenographic notebooks, order books, analysis pads, school and college composition books, memorandum books, drawing pads, and music-writing books. Also displayed were the new Spiral notebook holder and the official Gregg shorthand fountain pen.

19 An impressive desk set consisting of seven items is a suggested gift for teachers and business executives, offered by Frank A. Weeks Manufacturing Company, New York. The desk pad is 19 by 24 inches; a double inkwell, rocker blotter, letter opener, telephone index, telephone cord that won't twist, and a “Bunch of Dates” weekly reminder make up the set. Retail price, about \$4.

20 Typing production is accelerated and fatigue and errors are considerably reduced by the use of an automatic electric carriage return introduced by the Tyker Corporation, New York. The device is housed in a cylinder to be attached to the right side of standard or wide-carriage typewriters. No drilling is necessary. The return is operated from the keyboard, and coasts into final return position without any loud noises.

December, 1936

A. A. Bowle,
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below.

19, 20

Name

Address

The Lamp of Experience

Harriet P. Banker, Editor

Patrick Henry said, "I have but one lamp by which my feet are guided, and that is the lamp of experience." Through this department, teachers benefit from the experience of their colleagues

AS most of my typing pupils had the false idea that speed should precede accuracy, I tried the following plan, with gratifying results. Because the plan was put into effect just before Christmas, designs appropriate to the season were selected.

The pupils were separated into three groups and their names were listed below diagrams on a large piece of white cardboard: a fireplace (as illustrated) for Group I; a Christmas tree for Group II; and a bowl of poinsettias for Group III. One-, two-, and five-minute accuracy tests were given each day, the length of the test being based on the ability of each group. Each pupil in Group I who had a perfect test was entitled to have one brick in the fireplace colored and his initials printed thereon. Perfect papers in Group II entitled their owners to color a candle or an ornament on the tree and to place their initials above the ornament. In Group III, those with perfect papers were entitled to color a flower petal, a leaf, or the flower pot.

The various colors on the drawings made an attractive display and the device proved to be a strong incentive to accuracy.

The holiday spirit pervaded the shorthand

class, too. As the pupils entered the room, they were invited to take part in the following program.

A HUNTING GAME. Papers of various colors, containing my holiday wishes and humorous stories from last year's *Gregg Writer*, were hidden about the room. After the pupils found the papers, they transcribed the shorthand notes—and laughed at the jokes.

A MATCHING GAME. Short brief-form stories from last year's *Gregg Writer* were written in shorthand and cut up as jig-saw puzzles. The pupils matched the papers and then read the stories aloud.

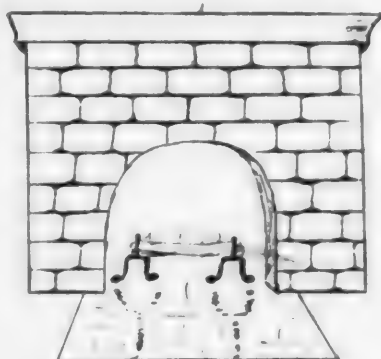
WORD-BUILDING GAME. The words "A MERRY CHRISTMAS" were written on the blackboard. The pupils were told to write in shorthand as many words or brief forms as possible, using the letters contained in the greeting.

The pupils left the class, after a period that seemed all too short, with an added interest in their study of shorthand.—*Sister M. St. Hilda, R.J.M., Jesus Mary Academy, Fall River, Massachusetts.*

• **JUST BEFORE** such holidays as Christmas, New Year's, Thanksgiving, Valentine's Day, etc., each student is given a blank folder. The students draw for names of their classmates, and each student designs a card for the classmate whose name he drew. Shorthand signs only are permissible for the greeting and decorations on the card.

The greeting-card device has proved an aid in learning the shorthand forms for familiar words and expressions that occur seasonally, and yet do not appear in the Manual.

When a member of our shorthand class is absent because of illness, the students volunteer to write a letter in shorthand to the shut-in. This custom not only teaches shorthand;



A PERFECT TEST—A COLORED BRICK

it emphasizes friendship and encourages the absent student to keep up with his studies so that he will be able to read the shorthand letters.—*Marion Anderson, Peoples Academy, Morrisville, Vermont.*

Holiday Greetings on the Typewriter

• ABOUT two weeks before Christmas I distribute among my students cards with the accompanying design and message.



Make your typewriter quickly say,
"Merry Christmas!"—that's the way!
Let your friends all hear from you;
Wish them a Happy New Year, too.

Their interest is at once aroused and they get busy at their typewriters or with their shorthand pens, designing holiday greeting cards for their friends. The week before Christmas, the work is displayed on the bulletin board.

The work of the English and shorthand classes may also be coordinated by having the students compose Christmas rhymes and transcribe them into shorthand.—*Alda Ott, Lakemills (Wisconsin) High School.*

A Store Window School Exhibit

• HERE IS AN INTERESTING commercial department exhibit, as described by Mrs. Clara T. Bean, head of the commercial department of the Issaquah (Washington) High School.

Our plans included a display of the regular departmental work of the school and of its extra-curricular activities.

Two show windows in a vacant store building were used. In one of them, we arranged the commercial department exhibit, made up of specimens of work done by the bookkeeping, shorthand, and typing classes, with the basic texts for each subject and several supplementary shorthand readers. Balance sheets, profit and loss statements, etc., were used in the bookkeeping section; shorthand notes and completed transcripts in the shorthand section; and well-arranged letters and some legal forms in the typing section.



PEANUTS WERE SPECTATORS AT THIS GAME

On the wall we hung a typewriter keyboard chart, typing posters, students' certificates, and a picture of Dr. Gregg.

In the other window, the first extra-curricular activity featured was football. The figures on the teams were made of purple and gold yarn, our own school colors, and the blue and white of an opposing school. The bleachers were made by the boys of the senior class, sponsors of the exhibit; the spectators were made out of peanuts by a group of students who worked in the evenings. We even had the ever-present dog, our fleet of school buses, and an ambulance.

Visitors Give Dictation

• WHEN MY shorthand students are studying technical dictation, I have found it a great help in vitalizing their instruction to ask business men to visit the class and to give the students dictation typical of their respective businesses.

For example, on one occasion a local real estate agent gave the class the routine dictation of his office.—*Cecil A. Rogers, Gulfport (Mississippi) High School.*

NOVEMBER-JUNE, 80¢

Since the September and October issues of the *Gregg Writer* are exhausted, subscriptions will be accepted for the eight issues, November to June inclusive, for 80¢. Send your orders to *The Gregg Writer*, 270 Madison Avenue, New York, N. Y.

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Your Professional Reading

Jessie Graham, Ph.D.

Some books are to be tasted; others to be swallowed; and some few to be chewed and digested.—Bacon

Stimulating Books

AMERICAN BUSINESS FUNDAMENTALS (a series of books on business subjects), edited by Justin H. Moore (College of the City of New York), Longmans, Green and Company, New York City, approximately 244 pp. each, \$1 for each volume (leatherette binding).

The titles and authors of eight of the volumes of this series are: Accounting Principles and Practice, by Geoffrey Carmichael (Indiana University); General Principles of Insurance, by Francis T. Allen (Temple University); Mercantile Credit, by William Howard Steiner (Brooklyn College); How to Write Advertising, by Kenneth M. Goode (Columbia University); Introduction to Cost Accounting, by Norman Lee Burton (University of Buffalo); Principles of Retail Merchandising, by J. Russell Doubman (University of Pennsylvania); Advertising Principles and Practice, by Warren B. Dygert (New York University); and Bookkeeping Principles and Practice, by George E. Bennett (Syracuse University).

During our school days, one teacher dwelt upon the fact that it takes more thought to condense written matter than to compose a long-winded literary production. These books represent the exercise of much gray matter, for in the introduction to each of them, the editor tells us that clarity and simplicity have been achieved by patient, systematic winnowing of great masses of material. "A short book is much harder to write than a long one." He mentions, also, that each book contains the "distilled essence" of the subject under consideration.

The books in this series would serve admirably for short courses, especially in adult education.

An unusual and helpful feature included in five of the books is a cross-reference chart in which chapters of the bibliographical references are correlated with the chapters of the present book. Questions and problems are given at the end of each chapter. The binding is black leatherette with modernistic silver stripes and lettering.

It is impossible to comment adequately upon these eight books without writing several pages of copy. Each reader is attracted and interested according to his present field of activity and study. The reviewer finds Mr. Goode's book, "How to Write Advertising," fascinating because of its entertaining style and its clearly stated hints for good writing.

Other readers will wish to examine the books on bookkeeping, accounting, advertising, merchandising, credits, and insurance according to their present interests.

JUNIOR COLLEGE BUSINESS EDUCATION, by H. G. Shields (The University of Chicago), Studies in Business Administration, Vol. VI, No. 4, The University of Chicago Press, Chicago, 1936, 94 pp. (paper cover), \$1.

During 1933-4, Dr. Shields made a study of junior college business education which he reported in the form of a doctoral dissertation for the Graduate School of Education of Harvard University. In 1936, he made additional investigations. A condensation of the original dissertation combined with the new data is now available as one of the University of Chicago *Studies in Business Administration*.

We have been looking forward to this report, not only because there is a scarcity of publications on junior college business education but also because we know that Dr. Shields has made a thorough study of this increasingly popular field.

After reading the report, we realize anew that students are demanding junior college business education and that while some courses that fulfill their objectives adequately are offered, there is need for much work in the planning of terminal courses. The business semi-professions offer a fertile field for investigation.

After an introductory statement, Dr. Shields considers business education above and below the junior college level, and considers possible duplication of materials. He then takes up the part played by business education in fulfilling junior college functions. He next discusses the economic effects of education and other related considerations. In subsequent chapters, he presents the results of his study of curricular offerings, followed by a discussion of the possibilities and limitations of junior college business education.

The suggested programs of study in the final chapter are based upon four assumptions clearly stated. Programs for the small, moderate-size, and large junior colleges are given, followed by general suggestions for the private proprietary business junior college.

There is no bibliography, although footnote references are used throughout the report.

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SELECTION OF SALES PERSONNEL, by Verne Steward, 1116 West 48th Street, Los Angeles, California, 1936, 46 pp. (8½" by 11"), \$2. (Includes battery of tests in filing envelopes).

Dr. Steward is specializing in the preparation of batteries of tests to be used in the selection of workers for various fields. Last year his tests for the selection of life-insurance underwriters were reviewed here. Now he has published this book and a battery of tests for the selection of sales personnel; he has in preparation composite inventories and tests for: (1) typists, stenographers, and secretaries, (2) bookkeepers and accountants, and (3) office clerks.

Five chapters are included in this book. They deal with the economic functions of salesmanship, differences among prospective salesman, the detection and measurement of differences among salesmen, selection of sales personnel, and selling as a career.

The inventory sheet covers six divisions: physical equipment, mental equipment, personality equipment, experience, financial status, and marital and family status. The mental-ability test is taken from the Otis Self-Administering Tests of Mental Ability. The personality section is adapted from the Bernreuter Personality Inventory. The general knowledge test includes items on economics and finance, business law, home and social questions, and dietetics and health. A vocational interest test and a special information blank completes the battery. Keys and tables of values are supplied.

WHAT IS SHE LIKE? A Personality Book for Girls, by Mary Brockman (Julia Richman High School, New York), Charles Scribner's Sons, New York City, 1936, 210 pp., \$1.50.

Most fascinating reading for a young girl is that addressed directly to her, telling her how to make herself attractive and just what to do to be acceptable socially. A teacher well acquainted with the high school girl, her interests and problems, has written this series of talks addressed to her. The subjects treated are very important to the girls, and the advice given is definite and understandable. The book will be popular with girl readers.

The chapters treat of habits, manners, speech, grooming, clothes, surroundings, health of body, health of mind, relations with people, work and play, spending and saving, and true riches. A "book shelf" includes references on each of these topics.

The subject matter of each chapter is just what the girl wishes to know. For example, under "manners" one subject considered is "the tea." The girl is told what to do from the time the invitation is received until she had said goodbye to her hostess. She is told how to meet people, how to handle the

refreshments, and other points. She then knows just what to expect when she attends her first tea.

All through the book the suggestions given are likewise explicit. While one chapter is a rather short space in which to consider the choosing of a vocation and the use of leisure time, still the material is good and sources of information are indicated.

LEADERSHIP IN THE MAKING, A Handbook for Business and Industrial Girls, by Margaret Hiller, The Woman's Press, New York, New York, 1936, paper cover, 142 pp., 75 cents.

Problems encountered by leaders of school clubs are similar to those met by the leaders of Y.W.C.A. clubs. While this book is addressed to girls in Y.W.C.A. clubs, it has a message for workers in school clubs as well.

Each of the seventeen sections deals with one phase of group leadership. Some of the section titles are: "What Is Leadership?" "Club Problems," "Presiding at Meetings," "What About Officers?" "Leading a Discussion," "Why Girls Leave Clubs," and "Program Building."

All through the book are lists of suggestions, definite instructions, and appropriate illustrative cases. The reader is convinced that this book has grown out of actual experience—that the ideas set forth have worked.

The appendix includes four pages of selected reference materials.

This book supplies some very practical help on a subject prominent in education today—getting along with people.

OBJECTIVE TEACHING DEVICES IN BUSINESS EDUCATION, Sixth Yearbook, 1935-1936, The Commercial Education Association of the City of New York and Vicinity, New York City, 1936. Dr. Herbert A. Tonne, Editor. \$1.50.

For the past several years, the yearbooks of the Commercial Education Association have been built around the presentation of a series of lesson plans. The present yearbook presents the summaries and modified verbatim reports of classroom demonstrations by several sections of the Commercial Education Association, at its semi-annual meetings.

The general procedure was for a superior teacher to present, in discussion form, the major elements that should go into a classroom lesson, in terms of some major teaching device. Then another capable teacher, working closely with the first lecturer, presented an actual demonstration of such a lesson with a group of students.

These demonstrations, which are really highly detailed lesson plans in printed form, should be of real value to teachers who wish to measure their own work against that of others. They should be especially valuable because they are real, unpracticed but

very well planned. They are not the imaginary type of lesson plan that is so often typical of textbooks on the subject.

These lessons go through the entire field of commercial subjects—bookkeeping, business law, junior business training, shorthand, typewriting, economics, economic citizenship, and merchandising subjects. There are also discussions of these lessons and two articles indicating the general place of teaching devices in the presentation of commercial subjects.

Individual copies of the yearbook may be obtained from Henry Smithline, Grover Cleveland High School, Ridgewood, Long Island, New York.

A STUDY OF SOME ASPECTS OF SATISFACTION IN THE VOCATION OF STENOGRAPHY, by Margaret S. Quayle, Teachers College, Columbia University, Contributions to Education, No. 659. Bureau of Publications, Teachers College, New York, 1935, 121 pp., \$1.60.

Dr. Quayle started with the assumption that an exploration into the backgrounds, personalities, abilities, and interests of business women might reveal some causes for widely differing attitudes which these women have toward business as a vocation.

Consequently, she studied sixty-three satisfied and sixty-one dissatisfied stenographers.

She used various questionnaires and tests. One feature of the report valuable to teachers of secretarial subjects is her explanation of her reasons for choosing certain published tests.

Various chapters of the report deal with family background, childhood and education, patterns of personality, adjustment to the job, social adjustments, and case studies. In each instance, characteristics of the satisfied and the dissatisfied group are listed.

The satisfied stenographers tend somewhat more to retain childish attitudes toward their homes and authorities and to possess fewer aggressive and dominant traits. The superficial aspects of the work—salary, working conditions, etc.—have little apparent effect upon happiness or unhappiness.

The dissatisfied stenographers tend to report that they did not choose stenography because of interest but because commercial training was easy to obtain.

The author points out that one of the serious lacks of this group is almost complete absence of a plan or goal.

This study has many implications for educators—their obligation to assist young people to select occupations in harmony with their interests and to encourage them to formulate life goals.

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Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

Lighting Up Old Broadway

By ARTHUR WILLIAMS
In "American Industries"

Forty years ago New Yorkers were pleasantly surprised one night when the first large electric sign, erected on⁹⁰ the present site of the Flatiron Building at 23d Street and Broadway, flashed its message upon their attention⁹⁰—"Manhattan Beach Swept by Ocean Breezes." Everyone marvelled at the beauty and effectiveness of this new⁹⁰ use of the great Edison's invention—the incandescent lamp. No one—not even the designers, the architects⁹⁰ or the owners of this first sign—could have foreseen the Great White Way, the living "Avenue of Light," the largest¹⁰⁰ and most effective thing of its kind, and so appropriately in keeping with this great city.

Today no complete¹⁰⁰ book of travel is without reference to the man-made aurora of light which blazes forth each night over¹⁰⁰ the mid-town section centering on Broadway. Probably no visitor ever leaves Manhattan without seeing¹⁰⁰ this spectacle. Few New Yorkers can walk along Broadway at night without marvelling at this wonder of the¹⁰⁰ century or noting every new message written against the sky, every new color scheme, every new¹⁰⁰ sign creation of the artist, architect, engineer, and advertising man.

No record exists of the exact¹⁰⁰ number of lamps in the first sign, but it is estimated that there were approximately two hundred. Today¹⁰⁰ there are more than a million lamps in the signs on Broadway alone, with hundreds of thousands additional on¹⁰⁰ streets to the east and west of Broadway. The cost of the first sign was less than two hundred dollars. Today many millions¹⁰⁰ of dollars are invested in the construction of electric signs and in the rental of the roofs or the¹⁰⁰ fronts of the buildings upon which they appear, and the designing of signs has become a profession comparable¹⁰⁰ with that of the architect, artist, or engineer. Competent engineers estimate the aggregate candle¹⁰⁰ power meeting one's vision at this point to be fully 25 millions. There is of course no such aggregate¹⁰⁰ of light anywhere else in the world. Were one viewing the earth from some dis-

tant planet—Mars perhaps—this would¹⁰⁰ undoubtedly be the first spot upon which his eye would rest and he would, no doubt, wonder whether we were not trying¹⁰⁰ to signal Mars as we have often wondered whether Mars was not trying to signal us.

It will perhaps surprise¹⁰⁰ many to know that the roofs of numerous buildings along Broadway have a greater rental value than the ground¹⁰⁰ floors and, in some instances, this rental value is greater than that of the entire building. One company pays¹⁰⁰ approximately \$600,000.00 yearly for the rental of electric sign space on Broadway. A¹⁰⁰ small four-story building only eighteen feet deep, but strategically located, which is now being used solely¹⁰⁰ as a foundation for electric signs, yields a rental of approximately \$90,000.00 yearly.¹⁰⁰

What makes the "Great White Way": There was a time when the theatres of New York were the principal users of electric¹⁰⁰ signs. Today, although more than 500 theatres and moving picture signs blaze on or near Broadway, the theatres¹⁰⁰ take seventh place in the great array of business enterprises contributing to this pageant of color and¹⁰⁰ light. It is interesting that 59 churches in the heart of Manhattan use electric signs, a number¹⁰⁰ being large and inspiring, illuminated crosses.

New York has both the highest electric sign in the world¹⁰⁰ and the largest. [Wrigley's new sign, which extends from 44th to 45th Street on Broadway, is ten stories high¹⁰⁰ and has 29,508 lamps and almost 70 miles of wiring.—Ed.]

Probably¹⁰⁰ the most striking demonstration of the important influence of New York's Great White Way, not only on this city¹⁰⁰ but on the nation as a whole, was afforded during the World War when, in response to public sentiment,¹⁰⁰ the electric signs of Broadway were darkened. The saving in coal was relatively infinitesimal, but¹⁰⁰ the psychological effect was profound. New Yorkers realized then how drab—if not actually gloomy¹⁰⁰—this part of the city

would be at night were it not for the Great White Way. Broadway had been dark only two or three⁷⁰⁰ nights before requests that the lights be turned on again began to pour into the headquarters of the Fuel⁷⁰⁰ Administration and the Edison offices. Visitors as well as residents of the city were struck by the⁸⁰⁰ depressing effect of a city without electric signs, and a great change came—a great relief—when the Great White⁸⁰⁰ Way again came to life.

Broadway is not, however, the only spot in New York enhanced by light. It may seem strange⁸⁰⁰ that the beauty of Manhattan at night can best be seen as one leaves the island. If one has not seen Manhattan⁹⁰⁰ at dusk or immediately after dark from the bridges, from a Staten Island ferry or from a North River⁹⁰⁰ boat; if one has not stood on the hills on the other side of the Hudson and watched the sun slip out of sight and⁹⁰⁰ the lights of Manhattan gradually appear, there are in store many never-to-be forgotten sights. (919)

Actual Business Letters

From the winning set submitted in the last Gregg News Letter contest by Alice Faircloth Barrie, Lowell Secretarial College, Lowell, Massachusetts

Mrs. Robert Scott
729 Bartlett Avenue
Denver, Colorado

Dear Madam:

In planning²⁰ your winter wardrobe you will certainly wish to purchase a gown in the very latest and most authentic⁴⁰ fashion. La Mode apparel always strikes the latest note and possesses the added attraction of being⁵⁰ beautifully made and moderately priced.

Our early winter showing contains many stunning variations of⁶⁰ the styles just now in vogue; each patron is certain to find a gown precisely suited to her personality.¹⁰⁰

We suggest that you drop in soon and examine our handsome line.

Respectfully yours, (115)

Mr. Arthur Jackson
927 Highland Avenue
Portland, Oregon

Dear Sir:

We address²⁰ this appeal to men who know good clothes and who like good clothes. With the advent of the Christmas season we are announcing⁴⁰ the arrival of a new shipment of Suits and Overcoats, garments that spell style and workmanship in every⁵⁰ detail.

Well-constructed Suits in the desired grays, browns, and blues; handsome, sturdy Overcoats in the Raglan, Boxback,⁶⁰ and Tubular models; smart accessories that help define the well-dressed man.

Check up on our description by¹⁰⁰ visiting us.

Yours very truly, (106)

Mr. Carl Beck
459 Juneau Place
Milwaukee, Wisconsin
Dear Sir:

Out of the shadows—unseen²⁰ hands reach to snatch the soft, luxurious furs that warm the white throats of well-dressed women.

Sly, subtle, sneak thieves lurk in⁴⁰ unexpected spots and look longingly at lovely furs.

You cannot combat what you cannot see.

Insurance offers⁵⁰ you the strong arm of protection, and the cost is surprisingly low.

Cordially yours, (76)

"I'm in a Hurry!"

By WILLIAM HAZLETT UPSON

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(Copyright, 1925, by William Hazlett Upson)

Dry River Junction, Texas

October 1, 1924

To The Farmers Friend Tractor Company⁸⁰
Earthworm City, Illinois

Dear Sir:

I'm in a hurry I want a new main drive gear for my tractor. This tractor⁴⁰ was formerly owned by Joe Banks of Llano, Texas, and bought by me at the auction after he died. The main drive⁵⁰ gear in the tractor has busted and I have just been over and asked the Widow Banks where Joe used to buy parts for⁶⁰ his tractors and she said she ain't sure but she thinks it was The Farmers Friend Tractor Company, Earthworm City,¹⁰⁰ Illinois. So please let me know if you are the folks, and if so please send the gear at once, as I am in a hurry.¹⁰⁰ It is the main drive gear. It is the big bull gear in the back end of the transmission that goes round and round and drives¹⁴⁰ the tractor. Excuse this paper as my regular business letter paper has not come yet, yours truly,

DAVID¹⁰⁰ CROCKETT SUGGS

Farmers' Friend Tractor Company
Makers of Earthworm Tractors
Earthworm City, Illinois
October¹⁰⁰ 3, 1924

Mr. David Crockett Suggs
Dry River Junction, Texas

Dear Sir:

This will acknowledge²⁰⁰ receipt of your letter of October 1, in which we note that you request us to send you a gear for your²⁰⁰ tractor.

In this connection we are pleased to advise that an inspection of our files reveals the fact that Mr.²⁴⁰ Joseph Banks of Llano, Texas, was the owner of one of our old-style Model 45 Earthworm Tractors.³⁰⁰ Mr. Banks acquired this tractor on June 3, 1915. We are changing our records to indicate that³⁰⁰ this tractor has been purchased by yourself, and we are most happy to assure you that all the resources of the³⁰⁰

Farmers' Friend Tractor Company are at your service and that we can supply you promptly with everything you²⁰⁰ may need in the way of spare parts, service, and information.

We regret, however, that your description of the³⁰⁰ gear which you desire is not sufficient for us to identify same, as there are a number of gears in the⁶⁰⁰ transmission to which the description "main drive gear" might conceivably apply. Kindly look up this gear in the parts⁸⁰⁰ book and advise us the proper part number and name as given therein. When necessary information is⁶⁰⁰ received, immediate shipment will be made.

In the meantime, we wish to extend you a most cordial welcome into⁶⁰⁰ the happy family of Earthworm users, to congratulate you upon selecting an Earthworm Tractor⁴¹⁰—even though it be of such an old model—and to assure you of our constant interest and desire to⁶⁰⁰ cooperate with you to the fullest extent.

Very truly yours,
FREDERICK R. OVERTON
Parts Department

Dry⁶⁰⁰ River Junction, Texas
October 6, 1924

To The Farmers Friend Tractor Company⁸⁰⁰
Earthworm City, Illinois

Dear Sir:

I got your letter. I got no parts book. I asked the widow of Joe Banks, who is⁶⁰⁰ the man that owned the tractor before I bought it at the auction after he died, I asked her did they have a parts⁶⁰⁰ book for the tractor and she said they once had a parts book but it is lost. I would look up the gear in the parts book⁶⁰⁰ if I could, but you can understand that I can't look up the gear in the parts book if I got no parts book. What I⁶⁰⁰ want is the big bull gear way at the back. The great big cog wheel with 44 cogs on it that goes round and round and⁶⁰⁰ drives the tractor.

I'm in a hurry because the tractor is unfortunately broke down right while I'm doing a⁶⁰⁰ very important job for Mr. Rogers of this city. The tractor run fine until 3 p.m., October⁶⁰⁰ 1, when there came a loud and very funny noise in the back and the tractor would no longer pull. We took the⁶⁰⁰ cover off the transmission case, and this big cog wheel was busted. Six cogs was busted off of it, and the tractor will⁶⁰⁰ not pull, only make a funny noise.

I am a young man 24 years of age just starting in business and expect⁷⁰⁰ to get married soon, so please send the gear at once as I'm in a hurry and oblige

DAVID CROCKETT SUGGS⁷⁰⁰

Farmers' Friend Tractor Company
Makers of Earthworm Tractors
Earthworm City, Illinois

October 9,⁷⁰⁰ 1924

Mr. David Crockett Suggs
Dry River Junction, Texas

Dear Sir:

This will acknowledge your valued⁷⁰⁰ letter of October 6, stating that you desire a gear for your tractor, but are unable to give us the⁷⁰⁰ parts number of same owing to the fact that you have no parts book. We have carefully gone over your description⁸⁰⁰ of the gear, but we regret that we have been unable positively to identify what gear it is that⁸⁰⁰ you desire. We note that you state the gear has 44 teeth and we feel sure that some mistake has been made, as there⁶⁰⁰ is no 44-tooth gear in the tractor.

We are therefore mailing you under separate cover a parts book⁶⁰⁰ for the Model 45 Earthworm Tractor, Year 1915, and would suggest that you look up the gear⁸⁰⁰ in this book, and let us know the part number so that we can fill your order.

Unfortunately we are not able⁶⁰⁰ to supply you a parts book printed in English.

Nearly all of the old-style Model 45 tractors were⁶⁰⁰ sold to the French Government in 1915 to be used in pulling artillery on the Western⁶⁰⁰ Front. As only a few of these tractors were sold in America, the edition of English parts books was very⁶⁰⁰ limited and has been exhausted. We are, however, sending you one of the French parts books.

We regret⁶⁰⁰ exceedingly that we are obliged to give you a parts book printed in a foreign language; and we realize, of¹⁰⁰⁰ course, that possibly you may be unable to understand it. However, you should be able to find the¹⁰⁰⁰ desired gear in the pictures, which are very plain.

Kindly give us the part number which is given under the picture¹⁰⁰⁰ of the gear, and we will make immediate shipment.

Very truly yours,
FREDERICK R. OVERTON
Parts Department¹⁰⁰⁰

Dry River Junction, Texas
October 12, 1924

To The Farmers Friend Tractor Company¹⁰⁰⁰
Earthworm City, Illinois

Dear Sir:

Your letter has come your book has come. You was right when you said I might not¹¹⁰⁰ understand it. I can't understand the funny printing and I been looking at the pictures all evening and I¹¹⁰⁰ can't understand the pictures they don't look like nothing I ever seen. So I can't give you no part number, but I'm¹¹⁰⁰ in a hurry so please send the gear anyway. It is the one way at the back. You can't miss it. It isn't the¹¹⁰⁰ one that lays down its the one that sets up on edge and has 44 teeth and meshes with a little one with 12¹¹⁰⁰ teeth. The little one goes round and round and drives the big one. And the big one is keyed on the main shaft and goes round¹⁸⁰⁰ and round and drives the tractor. Or I should say used to go round and round, but now it has six teeth busted out and won't go¹³⁰⁰ round—only makes a funny noise when it gets to the place where the teeth are busted out.

I'm in a hurry and to¹⁸⁰⁰ show you that I need this gear quick, I will explain that the tractor is laid

up right in the middle of an important¹⁰⁰⁰ job I'm doing for Mr. Rogers of this city. I'm a young man, age 24 years, and new at the house¹⁰⁰⁰ moving business and I want to make a good impression and also expect to get married soon.

When Mr. Rogers¹⁰⁰⁰ of this city decided to move his house from down by the depot up to the north end of town, and give me¹⁰⁰⁰ the job, I thought it was a fine chance to get started in business and make a good impression. I got the house jacked¹⁰⁰⁰ up, and I put heavy timbers underneath and trucks with solid wheels that I bought from a contractor at Llano.¹⁰⁰⁰ And I bought this second-hand tractor from Joe Banks at Llano at the auction after he died, and all my money¹⁰⁰⁰ is tied up in this equipment and on October 1, at 3 p.m., we had the house moved half way to where they¹⁰⁰⁰ want it, when the tractor made a funny noise and quit. And if I don't get new gear pretty soon and move the house the¹⁰⁰⁰ rest of the way I'll be a blowed up sucker.

I'm just starting in business and want to make a good impression and¹⁰⁰⁰ I'm expecting to get married so please hurry with the gear. Excuse paper as my regular business paper¹⁰⁰⁰ has not come yet and oblige,

DAVID CROCKETT SUGGS (1469)

(To be continued next month)

The Animal Fair

A Parody by ALICE LEASE

Commercial Instructor

Barry High School, Barry, Illinois

(Adapted to the vocabulary of the first eight Chapters of the Manual)

I went to the Animal Fair;
The strangest sights were there—
The friends from the Ark
All met at the park,
Where they put on⁹⁰ a show
That was better I know
Than any mere man's affair.

They came from far,
They came from near,
They walked, they swam,
They⁹⁰ came on the wing.
They came on the run;
Every sort of living thing—
With never a thought of fear.

They put up a⁹⁰ pole
And pitched their tent;
Laid out three rings—
'Twas a big event.
Not a man was there
Their labor to share;
But all flew to⁹⁰ work
And in less time than scat,
The great show was on—
Just think of that!

The fox cracked his whip
To start the fun—
In came the¹⁰⁰⁰ animals on the run.
The duck came first
Dressed up like a clown;
With a walking cane and a yellow cravat;
On one¹⁰⁰ foot a boot—on the other a spat.
His suit topped off with a high silk hat.

He was funny enough—
We all had to¹⁰⁰ laugh
When he waddled up to the tall giraffe
And said with no sign of a grin,
"Mrs. Giraffe, if you want to keep¹⁰⁰ thin,
Bend down, sister, bend down."
Then he turned to the wise old owl
(Twisting his face up into a scowl)
"I always give¹⁰⁰ free advice—
But when they don't take it
I show them my bill."

Then he waddled off, the crazy old dear—
The funniest¹⁰⁰⁰ clown—though he was rather queer.
Next I heard a blare and turned to see
The big parade approaching me.
It happened just¹⁰⁰ as I'm telling you.
In came the animals two by two.
Each making music—or maybe 'twas noise—
On things the children¹⁰⁰ call Christmas toys.

The hippo played a mouth organ cute,
While the zebra played "Stars and Stripes" on a flute
Then came the¹⁰⁰ lion with a big bass drum;
And a little monkey, on the run,
Grinding out tunes and passing his cup.
The cat had¹⁰⁰⁰ a fiddle, and from Timbuctoo
Came the elephant with a tiny kazoo.

The old cow shook a long French horn
At¹⁰⁰⁰ the skunk with a bagpipe playing tunes forlorn.

The parade passed twice around the tent
Before each to his particular¹⁰⁰⁰ trick was sent
By the fox and his whip,
Which he cracked with a vim.
The walrus put on roller skates;
The bear rode a¹⁰⁰ wheel;
The seals played ball;
The kangaroo danced a reel;
The mouse and the rat had a boxing match:
Please remember I'm telling¹⁰⁰⁰ you fact—
The rhino did a classy tumbling act!

The moose did a toe dance on the tip of his heel:
The hyena¹⁰⁰⁰ laughed; the parrot swore;
The praying mantis got down on his knees,
As the crocodile slid from behind the door
And¹⁰⁰⁰ started right up the flying trapeze.
All held their breath, awaiting the fall—
But the fox cracked his whip,
And said, "This is¹⁰⁰⁰ all;
Good night and good wishes—to great and small."
Then out he went, to close the sideshows
Outside the main tent.
While I went¹⁰⁰⁰ on home to write down this tale
Of the Animal Fair—held down in Gregg Vale.(453)

Graded Letters

On Chapter Nine of the Manual

Dear Mr. Green:

Our association wishes to thank you for the splendid work you accomplished when you brought to²⁰ the attention of the City Commission the petition requesting that the Street Railway Corporation's charter¹⁰ be canceled unless its officials discontinue some of their present practices.

I do not believe the⁶⁰ members of the Commission knew that such conditions existed until you brought the facts to their attention.

We⁸⁰ want you to know that we appreciate your attitude in this matter. The members of our association¹⁰⁰ feel that your work will result in permanent benefit to the people of this city.

Sincerely yours, (119)

Gentlemen:

Please send us, at once, one car of Lily White flour and cancel our order for one car of Pride of²⁰ the West flour. It is essential that this order be shipped at once.

We are receiving quotations from you⁴⁰ frequently and hope you will continue to send them. This information is of great benefit to us.

We intend⁶⁰ to take a cash discount this time.

Yours very truly, (69)

Gentlemen:

We have a quotation from a firm in your city offering us a hundred thousand pounds of copper²⁰ at fifteen cents a pound. Your quotation was sixteen cents, and, while we would like very much to do business with⁴⁰ you, we cannot afford to pay \$1,000 for this privilege.

We must place our order before 5 o'clock⁴⁰ Wednesday afternoon. If, in the meantime, you meet their price, we shall be glad to give you the order, otherwise⁶⁰ we shall have to give it to them.

Hereafter please send quotations addressed to the firm. Your last letter was addressed¹⁰⁰ to Mr. James Daily. He was out of the city, and the clerk in his

office thought it was a personal¹²⁰ letter and so it was not opened until his return.

Yours truly, (132)

Dear Sir:

I have \$2,000 in a savings bank drawing only three per cent per annum that I would like²⁰ to invest in good safe five per cent bonds or the preferred stock of a sound public service corporation.

Please send⁴⁰ me a list of such investments.

Yours truly, (48)

On Chapter Ten of the Manual

Dear Mr. Benedict:

Atlanta is now realizing a great advance and is building and enlarging to²⁰ serve its many enterprises throughout Georgia.

Have you really considered the advantages of the low freight⁴⁰ rates and prompt service due to the central location and distribution of the many nationally advertised⁶⁰ products that are to be purchased here in Atlanta?

The Columbia Lumber Company handles the many⁸⁰ well-known lines of building materials used throughout Georgia, and is in a position to take care of your¹⁰⁰ requirements.

Very truly yours, (106)

Gentlemen:

The fifteen yards of white crêpe de chine that you sent us on the fourth arrived here in bad condition.

The²⁰ end of the package was torn open, and part of the goods were pulled out and badly soiled. On measuring the cloth, we⁴⁰ found that five yards were so dirty that we were unable to sell them.

We had this package examined by our⁶⁰ postmaster and are enclosing your insurance number cut from the package wrapper.

Will you handle this claim and credit⁸⁰ us? If it is government insurance, we will furnish the necessary declaration of loss.

Yours truly, (100)



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School reports	<input type="checkbox"/>	<input type="checkbox"/>

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When returning this coupon please mention the Business Education World.

Gentlemen:

Thank you for your order No. 1842, for 3,000 cards ruled like the⁹⁰ sample submitted.

We have encountered some difficulty in matching the card stock, and we are enclosing two¹⁰ samples, together with your copy, to show the only shades we can get. If you care to use either of these samples,⁸⁰ will you please send us the one you wish, with your original sample?

We are sending you also samples of⁸⁰ our stock ruled cards similar to your sample. These are carried in stock at all times, and we consider them the better¹⁰⁰ of the two, because you can always obtain them when you need them, whereas the card you are ordering is a¹³⁰ special card, and it would have to be made up on order every time you reorder.

If you care to have us¹⁴⁰ send the stock card in place of the special card, we shall be glad to change the order for you. We shall await your¹⁰⁰ instructions.

Very truly yours, (165)

On Chapter Eleven of the Manual

Dear Sir:

You will be interested to know that a modern plant devoted exclusively to the manufacture⁷⁰ of Venetian blinds is being opened by us in Austin.

This announcement will be especially interesting⁴⁰ to you when you learn that the personnel of this corporation is comprised of men of long experience⁸⁰ in the manufacture and servicing of Venetian blinds.

Our president, Mr. George Flanagan, was for⁹⁰ about eight years district manager in Austin and the South for the largest Venetian blind manufacturers¹⁰⁰ in the East.

Our secretary-treasurer, Mr. Grant Robbins, was for approximately fifteen years connected¹²⁰ with the same concern in various capacities, such as sales manager, general manager, secretary¹⁴⁰-treasurer, etc.

Our plant superintendent, Mr. Harold Everett, was for about sixteen¹⁰⁰ years with the same concern, having served in all plant and service departments, and for the past eight years had been in¹³⁰ full charge of production and service. He is generally known in the industry as the most capable man²⁰⁰ in the country for this position.

Our plant has been equipped with the best machinery obtainable.

You will²⁰⁰ readily understand, therefore, that our Venetian blinds are made under the most ideal conditions, and that the⁸⁰ quality will be the most dependable.

We earnestly solicit the opportunity to submit²⁰⁰ estimates on such jobs as you may now have in progress, and those to come in the future.

Yours very truly, (274)

Gentlemen:

In correspondence with Mr. John James Jackson, of Rocky Park, Exeter, about the purchase of⁸⁰ a portable Ferris Wheel, he referred us to you, stating that you would recommend him for integrity and⁴⁰ good business ability.

Confidentially, what can you tell us about the business experience, age, and⁸⁰ nationality of this man?

In your opinion, is he responsible for notes to the amount of⁸⁰ \$2,950 on a time-payment contract agreement?

Any information that you see fit¹⁰⁰ to send us will be greatly appreciated. And will you please send your reply by air mail, in the self-addressed,¹²⁰ stamped envelope enclosed for that purpose.

Very sincerely yours, (131)

On Chapter Twelve of the Manual

Gentlemen:

This letter is in answer to your two letters of November 25 and 26, together²⁰ with confirmations of cables exchanged and sales notes, for which we thank you.

We are especially interested⁴⁰ in what you have to say about the small chance of business in American granulated sugar at the⁶⁰ present time, owing to the lower prices quoted in your market for European sugars. We feel, however,⁸⁰ that this situation will alter during the next month or so. We shall depend upon you to inform us¹⁰⁰ immediately when you begin to receive the inquiries, for we feel sure that you will find us on a more¹³⁰ competitive basis next year than we have been in the past.

We are also interested in what you have to¹⁴⁰ say in your letter of November 26 with reference to the establishing a ninety-day letter¹⁰⁰ of credit with a bank in New York for the payment of sugars purchased by Mercantile Brokers, Ltd., and¹²⁰ we thank you for arranging for payment in this manner.

We take this opportunity to wish you a very²⁰⁰ Merry Christmas, and a Happy and Prosperous New Year.

Yours very truly, (214)

Gentlemen:

The goods we ordered on November 19 reached us today in good condition. You failed, however,⁸⁰ to send us the men's sport sweaters that we ordered. Please check up on this order.

Very truly yours, (37)

Gentlemen:

Enclosed is a receipt for the two bonds, Interstate Power 5's, due in 1957,⁸⁰ which you sent us on the twelfth.

These are temporary certificates. I am asking that you will keep me informed⁴⁰ as to when you will issue the permanent ones.

According to your request I am enclosing two⁸⁰ \$1,000 Interstate First Mortgage bonds, due 1944

Please acknowledge their receipt promptly.⁸⁰

Very truly yours, (84)

Gentlemen:

Enclosed is a check made out to your order for a quarterly dividend of fifty cents per share⁸⁰ on the Class A common stock of the Colorado Power Company standing in your name at the close of business⁴⁰

April 30 of this year. Acknowledgment of this check is not necessary.

Please notify us of any⁸⁰ change in your address.
Yours very truly, (68)

Maintaining One's Composure

From "Managing One's Self"

By James Gordon Gilkey

(Copyright, 1932, by the Macmillan Company)

In a recent volume⁸ Bruce Barton reports this incident from the life of Abraham Lincoln. "In the early³⁰ months of the Civil War, when no one in Washington knew how soon Lee's troops might reach the city, Lincoln and a member⁴⁰ of his Cabinet went to call on General McClellan. Official etiquette prescribes that the President⁵⁰ shall not call upon a private citizen, but the times were too tense for etiquette. Lincoln wanted first-hand⁶⁰ information from the one man in Washington who could give it. The General was not at home, and for an hour¹⁰⁰ the two men waited in his parlor. Finally they heard him at the door, and supposed, of course, that he would speak to¹²⁰ them immediately. But without a word he hurried upstairs. They waited again—ten minutes, twenty, thirty.¹⁴⁰ Finally Lincoln asked one of the servants to remind the General that his visitors were still waiting.¹⁶⁰ Presently the servant returned, and with obvious embarrassment reported that McClellan said he was too tired¹⁸⁰ to see the President. As a matter of fact he had already undressed and gone to bed. When the two men were²⁰⁰ outside the house the Cabinet member exploded in anger. Would not Lincoln instantly oust McClellan from²²⁰ command? But the President laid his hand quietly on the other man's shoulder. 'There, there,' he said, 'don't take it so²⁴⁰ hard. I'll hold McClellan's horse if he will only bring us victories.'²⁶⁰ What was the quality Lincoln revealed in²⁸⁰ that trying situation? One of the most valuable qualities in the world. The ability to maintain³⁰⁰ one's composure.

All great men possess this ability. Ordinary individuals fret and fume when³²⁰ irritating situations arise, and give a sorry display of wounded feelings when they meet snubs or unfair³⁴⁰ criticism. But great men act differently. One who watches them on such occasions sees few if any³⁶⁰ evidences of outward annoyance or inward distress.

Anyone who studies composure carefully will³⁸⁰ soon realize that the acquisition of an unruffled poise is not the work of a few moments or even⁴⁰⁰ a few days. Those of us who seek emotional self-mastery must undertake a long and patient self-discipline,⁴²⁰ one which will gradually modify not only our actions in moments of crisis but also our⁴⁴⁰ habitual attitudes toward life and people. The first step in this long self-discipline is to teach ourselves not to⁴⁶⁰ expect too much from life. A certain amount of friction and a certain number of disappointments are⁴⁸⁰

inevitable, and we make our first advance toward composure when we recognize this fact and adjust our expectations⁴⁹⁰ and our emotional attitudes accordingly.

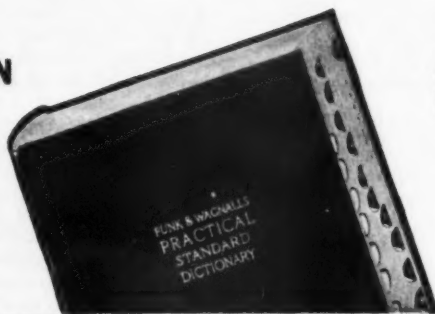
A few years ago an American traveler, trying⁵⁰⁰ to return from Paris to New York, met an almost incredible succession of mishaps. His difficulties⁵²⁰ began when the hotelkeeper in Paris made a mistake on his bill. A great deal of precious time was wasted⁵⁴⁰ correcting the blunder, and when the account was finally settled the American had just time enough⁵⁶⁰ to reach the station and catch the boat train for Cherbourg. As he dashed out of the hotel he collided with a workman⁵⁸⁰ who, as bad luck would have it, was carrying a pail of paint. When the American picked himself up, none of⁶⁰⁰ the paint was left in the pail and all of it was on his clothes. There was nothing to do but return to the hotel,⁶²⁰ change his suit, and miss the boat train. Half an hour later he emerged from the hotel with less speed and greater safety,⁶⁴⁰ and hired a taxicab to drive him to Cherbourg. A few miles outside Paris the machine broke down, and the luckless⁶⁶⁰ American was compelled to return once more to his starting point. By this time his only hope of reaching the⁶⁸⁰ boat lay in making connections by airplane, and he wired the captain that he would try to overtake the vessel⁷⁰⁰ at Queenstown. He then drove at top speed to the Paris airport and crossed the Channel by plane. When the plane was over⁷²⁰ England, however, engine trouble developed, and the pilot was obliged to make an emergency landing⁷⁴⁰ in a field ten miles south of Croyden. After hurrying through the field and across country the American⁷⁶⁰ eventually caught a train for London, and there transferred to a train for Holyhead. There he caught the night boat for⁷⁸⁰ Ireland, and after four more changes in Ireland finally neared Queenstown. But once again bad luck intervened. He⁸⁰⁰ reached the dock in Queenstown just in time to see the tender, bearing the last passengers for the ship, moving relentlessly⁸²⁰ down the harbor. There were no motor boats for rent in the vicinity, and in despair the unlucky⁸⁴⁰ traveler hired four sturdy Irishmen to row him in a dory to the distant liner. Thanks to their superhuman⁸⁶⁰ efforts, induced by a colossal fee, the American finally reached the ship just as the captain⁸⁸⁰ was giving the order to sail. A minute after he was on board the propellers began to turn.

We smile at⁹⁰⁰ that story of reiterated mishaps, and yet is it not a picture of life? All of us constantly meet⁹²⁰ unexpected barriers and unforeseen difficulties. We are compelled to readjust not only our⁹⁴⁰ procedures but also our objectives. Finding we cannot reach our ship in conventional fashion at Cherbourg, we⁹⁶⁰ bend every effort to make undignified and last-minute connections at Queenstown. The beginning of wisdom,⁹⁸⁰ and the beginning of emotional poise, lie in recognizing these facts and teaching ourselves not to expect¹⁰⁰⁰ that every task will be easy or every venture successful. When we adopt this attitude and¹⁰²⁰ cease demanding the impossible from life, the unexpected misfortunes which

* "The Man Nobody Knows," pp. 6, 7.

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are sure to come lose their power to¹⁰⁴⁰ surprise and annoy us. Like experienced travelers we gain the ability to complete a hazardous¹⁰⁰⁰ and a trying journey without exhibitions of irritation and anger.

• • •

When an irritating situation¹⁰⁸⁰ actually arises what can we do to reestablish our emotional balance?

Some of us¹¹⁰⁰ have found great help by recalling this fact. In moments of stress and strain our difficulties invariably look¹¹³⁰ greater than they actually are. Loss of perspective is one of the first effects of an emotional upset.¹¹⁴⁰ Have you ever talked with a man who has just finished what he regards as an unsuccessful speech? He says¹¹⁰⁰ bitterly that everyone in the audience noticed his two slips in grammar, that everyone realized¹¹⁸⁰ he forgot his best illustration, and that everyone saw that his necktie was askew. As a matter of¹²⁰⁰ fact not one person in the audience noticed all three of these things, and only a few people noticed even¹²²⁰ one of them. The speaker was far more conscious of his difficulties than his audience was, and his shortcomings¹²⁴⁰ seemed far more serious to him than they did to the people who were listening to him. Most of those who heard his¹²⁶⁰ speech were oblivious of his limitations, and many of the listeners felt that his efforts were highly¹²⁸⁰ successful.

When we meet unfair criticism and unjust abuse we should recall this same fact—the situation,¹³⁰⁰ admittedly trying, seems far more serious than it actually is. Two generations ago an¹³²⁰ excited Bostonian called on Dr. Edward Everett to ask advice. One of the local papers had published¹³⁴⁰ an article about this man, an article which was untrue and misleading. What should the man do? Should he¹³⁶⁰ write an irate rejoinder and demand it be published? Or should he institute legal proceedings immediately?¹³⁸⁰ Dr. Everett listened patiently, and then made this quiet reply. "My dear sir, do nothing. Half the¹⁴⁰⁰ people who buy that paper never saw the article about you. Half the people who did see it failed to read¹⁴²⁰ it. Half of those who read it failed to understand it. Half of those who understood it knew you and refused to believe¹⁴⁴⁰ it. Half of those who believed it were of no consequence anyway." How true those words were! They have helped many¹⁴⁶⁰ men of later days quite as much as they helped the man who first heard them.

We can also steady ourselves in moments¹⁴⁸⁰ of stress by remembering that any single experience, however disconcerting at the moment, fills¹⁵⁰⁰ only a small space in an entire lifetime. This is a fact which hysterical individuals almost¹⁵²⁰ invariably forget. They assure their doctor, their minister, the friend to whom they are confiding their trouble,¹⁵⁴⁰ that life can never be again what it was in the happy past. They can never survive the present disaster,¹⁵⁶⁰ never live down the present disgrace, never recover from the present failure, and never rebuild the reputation¹⁵⁸⁰ which gossip and calumny have wrecked. But these excited opinions and conclusions are far from the truth.¹⁶⁰⁰ They represent the distorted perspective of a mind which is temporarily upset by despair, shame, and¹⁶²⁰ fear. Look back

five years in your own life. At that time you had anxieties quite as bitter as those which are troubling¹⁶⁴⁰ you today, and regrets quite as keen as those which now perplex you. But, strangely enough, those earlier anxieties¹⁶⁶⁰ and regrets have vanished. They have slipped into the oblivion of a thousand forgotten yesterdays,¹⁶⁸⁰ and now—no matter how vigorously you cudgel your memory—you cannot remember what they were. Standing¹⁷⁰⁰ five years beyond them you realize what an insignificant place they filled in the sweep of your life. Why not¹⁷²⁰ recognize that the difficulties which seem so enormous today will also dwindle, and finally become too¹⁷⁴⁰ small even to remember?

Once in Persia lived a king
Who upon his signet-ring
Graved a maxim true and wise¹⁷⁴⁰
Which, if held before his eyes,
Gave him wisdom at a glance
Fit for every change and chance.
Helpful words—and these are¹⁷⁸⁰ they:
"Even this shall pass away."¹⁸⁰⁰

There is a third rule which many of us find extremely valuable in periods¹⁸⁰⁰ of tension and difficulty. Never let bitter or apprehensive feelings accumulate within¹⁸²⁰ your life. Rid yourself of them as fast as they emerge. Why is this constant purging of the mind so essential? Because¹⁸⁴⁰ if tensions accumulate they eventually become too powerful to control, and an emotional¹⁸⁶⁰ explosion ensues. . . .

Only those individuals who rid themselves of emotional tensions as fast as¹⁸⁸⁰ these tensions arise gain the ability to live a quiet and a steady life. . . .

If an unkind word appears¹⁹⁰⁰
File the thing away,
If some novelty in jeers
File the thing away,
If some clever little bit
Of a sharp and¹⁹³⁰ pointed wit
Carrying a sting with it,
File the thing away.
Do this for a little while
Then go out and burn the file.** (1940)

*Theodore Tilton in "The World's Great Religious Poetry," p. 598.
**The World's Short Poems," p. 133.

IN THE JANUARY B.E.W.

Orville C. Pratt, president of the National Education Association, has a pedagogic message of first importance to every commercial teacher. . . . Robert Newcomb takes us "Behind the Scenes" again with another one of his interesting stories of a large business. . . . More about rhythm from Harold Smith for our typing teacher friends. . . . Edith O'Neill Adams and William Foster discuss in a most informal and delightful manner "How I Teach Beginning Typing." . . . And two more contests, and the results of the bookkeeping contest, add zest and competitive flavor.

Editorially Speaking

A FEW days ago, our morning mail brought us this letter from a pioneer in commercial education known to you all.

Dear Editor: You are running a "business" magazine and maybe can help me to decide a "business" question.

I publish a book or two, price thirty cents—good books, if I say it myself. I advertise them and shortly receive a request from a "business" teacher for a sample. I reply that I am dealing with eighteen thousand schools, and would be glad to be Lady Bountiful, but I can't do it to the tune of \$5,400.00, sad as I am to say it.

The point seems to strike home and I receive an order for a book, price 30 cents, with instructions to send the bill to the Board of Education. I send the book, postage three cents—I send the bill, postage three cents. I spend nine cents and hope for the best.

Eventually I receive a letter from that Board of Education, enclosing a special form of bill head which I must use, and stating that I must go before a notary public and do some swearing. I can do it without leaving home, the swearing part, I mean, but I mean-der out and find a N.P. who fines me twenty-five cents for swearing. I send the bill to the B. of E., for I am bound to get that thirty cents (postage three cents), and by and by get a warrant on the county treasurer which says that the county owes me thirty cents and will pay if it ever gets the money. I file that warrant and a few months later write (a postal this time) asking about the status of that warrant and am told to deposit it with my bank. I do so and am informed that, it not being a check, there will be a charge for collecting. I am a good sport and tell them to go to it, and finally I get that thirty cents, for which I have paid, postage, etc., forty-eight cents, *to say nothing about the cost to me of*

printing and binding that book as well as the brain wear and tear of compiling it.

This happens many times every week and what bothers me is—is it "business" or what?

J. N. KIMBALL.

How would you answer Mr. Kimball's letter? Write him in care of this magazine and see how many real chuckles we can all get out of the resulting correspondence.

Confidentially, he has some autographed copies of his latest book, "Kimball's Contest Copy," that he *might* send to those of you whose answers particularly appeal to him.

How Real Should Business Education Be?

At first thought, we all subscribe to the statement that business education should approach business reality in so far as it is practicable to do so. At second thought, we are reminded of several business experiences, decidedly too real, that cause us to hope that young people who are acquiring a business education are being taught a brand of education as far from reality as possible. Business is business, yes, but there are some business men who are mighty poor men of any kind. Their type of reality has no place in our business education classroom.

We have spoken often and written several editorials upon the possibility of commercial teachers acquiring business experience and keeping in constant touch with business practices and customs in order to enrich their instruction and keep it up to date. We wonder if business men shouldn't do likewise and thereby benefit materially in their contact with teachers

so that they, too, might keep their standards, practices, and customs up to a level upon which our young people can live a business life in keeping with high ethical standards.

It is an interesting experiment. Try it in your community.

A Harmful Artificiality

A harmful artificiality exists in the classroom of that instructor who is not informed in fundamental principles of psychology, or who, being informed, does not recognize the necessity of following those principles constantly in his contact with his pupils.

The teacher who can intelligently interpret the psychological behavior of his pupils will interpret their reactions to his teaching in an entirely different manner than will the teacher who does not have this scientific background.

In the light of science, how futile is much of the remedial instruction of those teachers who ignore the probable presence of a maladjustment which is the cause of the teaching problem confronting them.

Science tells us that criticism and punishment for failure must be discontinued and replaced by praise for accomplishment; that dull children who most deserve reproof are most favorably affected by praise. We learn that the competitive nature of school marks is unhygienic, that a much better procedure to follow is to have each pupil compete with his own past record and strive to improve it rather than to surpass his fellows.

A certain amount of disorder in a classroom, we are told, is healthful. The hard-working group is never entirely quiet. Cooperative effort requires some moving about and communicating with others.

How often have we discussed intelligence and personality as if they were different things? The psychologist knows that intellectual traits are component parts

of the total personality and that the teacher who is attempting to separate intelligence from personality in his thinking is making a serious mistake.

Do we wish to become better teachers? Let us study to understand "the reactions of the real human individual to the real world," so clearly and scientifically set forth in such writings as those of Laurance Frederic Shaffer in "The Psychology of Adjustment."

Convention Reports

Last year the B.E.W. carried nearly one hundred pages of regional and national association convention reports, eliminating entirely all city and state conventions. But even that amount did not permit us to give our readers an adequate treatment of convention activities.

We are therefore asking you this question: Do you wish us to bring to you convention reports as we have been doing in the past, or would you prefer that we fill this space with more instructional material for use in the classroom? While we are waiting for your answer we are going to discontinue the reports. If your answer is predominantly "Yes," we shall of course return to our former practice.

Christmas Greetings

Before another B.E.W. leaves our editorial rooms on its way to you, Christmas and New Year's will have come and gone.

We wish you a Merry Christmas and Happy New Year—made a little happier, we hope, because of the solution of some of your teaching problems throughout the present year.

We have worked together in close cooperation, and if we could hang a present on your Christmas tree, we would in all sincerity and humility hang a copy of the B.E.W. as symbolic of the potential worth of the pedagogic content that we will strive to bring to you throughout 1937.